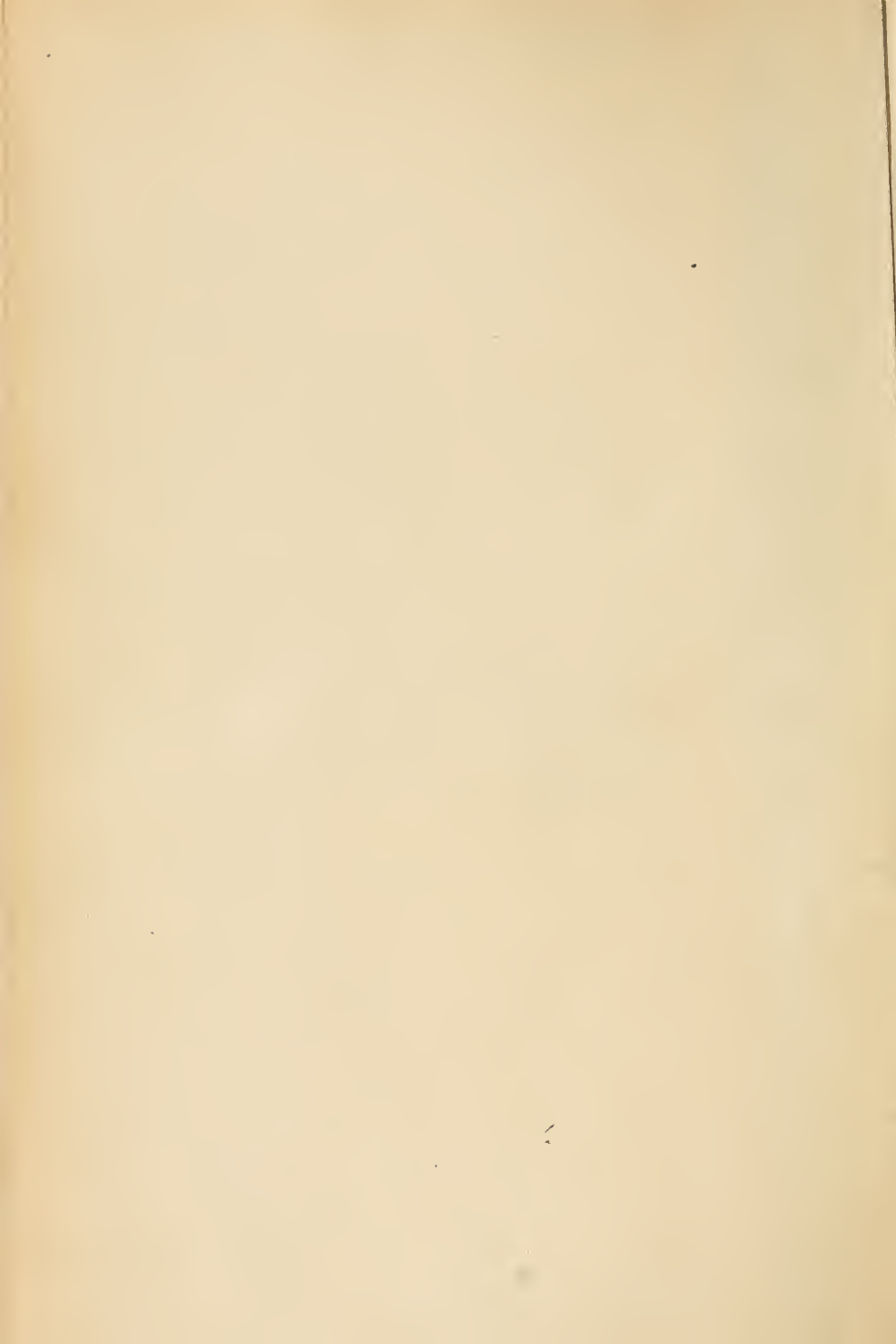




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PROCEEDINGS

OF THE

Fifty-Eighth Annual Convention

OF THE

ONTARIO EDUCATIONAL ASSOCIATION

HELD IN

TORONTO

April 21st, 22nd, 23rd and 24th, 1919



TORONTO:

THE RYERSON PRESS, Queen and John Streets

1919

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1912	JAMES L. HUGHES, LL.D.
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1914	W. J. SUMMERBY
1915	CHAS. G. FRASER
1916	MAURICE HUTTON, M.A., LL.D.
1917	W. PAKENHAM, B.A., D.Pæd.
1918	REV. JAMES BUCHANAN, M.A.

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7

PROCEEDINGS

OF THE

Fifty-Eighth Annual Convention

OF THE

ONTARIO EDUCATIONAL ASSOCIATION

MINUTES OF THE GENERAL SESSION.

TORONTO, TUESDAY, APRIL 22ND, 1919.

The Ontario Educational Association met this day in Convocation Hall, University of Toronto.

Rev. Jas. Buchanan, M.A., President, took the chair at 8.20 p.m.

Rev. J. G. Cheyne conducted the devotional exercises by reading from Psalm 46 and leading in prayer.

The Double Trio from Perth Avenue School, under the direction of Miss Anna J. Hunter, delighted the audience by rendering "The Pilgrims of the Night," which was received with great applause.

Principal Hutton, on behalf of the University of Toronto, warmly welcomed the Association to the University. (See page 129.)

Moved by Principal Hutton, seconded by Hon. H. J. Cody, D.D., That the teachers of Ontario, in General Association assembled, welcome the project of erecting in London a hall, to be at once a memorial of the Great War, in which five hundred and sixty-four Ontario teachers were enlisted, and forty-seven were killed, and to be a residential club for all teachers of the Empire visiting its capital. Further, the Association will help to ensure for the proposal a successful issue. Carried.

Hon. H. J. Cody, Minister of Education, welcomed the Association to Toronto. (See page 133.)

The Double Trio of Perth Avenue School, under the leadership of Miss Hunter, were again received with warm applause and responded to an encore.

The President, Rev. James Buchanan, addressed the Association. (See page 117.)

Moved by Mr. Martin Kerr, seconded by Mr. J. F. Carmichael, That as the minutes of the Association for 1918 have been printed and distributed among the members, they be considered as read and are hereby confirmed. Carried.

Mr. R. A. Gray reported for the Commissioners on Superannuation. (See page 191.)

The report was adopted.

Moved by Mr. G. G. McNab, seconded by Mr. J. B. Irwin, That this Association hereby places on record its sorrow for the loss suffered by the educational interests of this Province through the death of Dr. Seath, Superintendent of Education, and that a committee be named by the President to draft a suitable letter to his memory, to be placed in the minutes of our Association. Carried.

The President named the following members to form said committee: Messrs. F. W. Merchant, William Scott, John Dearness, J. H. Putman, and A. A. Jordan.

The nomination of officers resulted as follows:—

<i>President</i>	W. F. Moore, Dundas.	-
	J. G. Elliott, Kingston.	
<i>Secretary</i>	Robert W. Doan, Toronto.	
<i>Treasurer</i>	Henry Ward, Toronto.	

The nomination of Mr. J. G. Elliott was ruled out of order and the following were by the President declared elected: W. F. Moore, President; Robert W. Doan, Secretary; Henry Ward, Treasurer.

Moved by E. S. Hogarth, seconded by Mr. John Dearness, That this Ontario Educational Association place on its minutes its tribute of respect to the memory of the late Hugh I. Strang, LL.D., a former distinguished Past President of this Association. Carried.

Mr. Chas. G. Fraser gave the following notice of motion:—

That whereas there is a general movement for the recognition of all classes of labour, and we believe this to be the psychological time for a movement in all the provinces of Canada to increase the salaries of teachers, that the President elect of the Ontario Educational Association be instructed to appoint a central committee to carry on a campaign for increasing the salaries of the Public School Teachers and to co-operate with any organization of teachers in the other provinces that may have a similar object in hand, and that the expenses incurred by this committee be paid from the funds of the Association.

The President declared the meeting adjourned.

After the adjournment a reception was held by Principal Hutton on behalf of the University, which was largely attended.

WEDNESDAY, APRIL 23RD, 1919.

The Association met in Convocation Hall.

President Buchanan took the chair at 8 p.m.

Principal Braithwaite conducted devotional services by reading the 4th chapter of Proverbs and leading in prayer.

Paul Balbaud, Interprète Stagiaire in the French Army, addressed the convention on behalf of the "Comité France Amerique." (See page 165.)

The school choir of Perth Avenue School, under the leadership of Miss Mae E. Skilling, rendered very artistically two musical selections and kindly responded to an encore.

P. P. Claxton, D.Litt., Commissioner of Education, Washington, D.C., addressed the Association on "Education for the New World After the War." (See page 144.)

The Perth Avenue School choir were again received with applause, and the selections they rendered were greatly appreciated by the audience. The thanks of the Association were tendered to the school choir for its services.

The report of the Legislation and Discipline Committee was presented by Mr. Martin Kerr. (See page 194.)

An application duly signed by members of the Ontario Educational Association for the admission of the Music Teachers' Association as a section of the Elementary Department was presented.

Moved by Mr. Eldon, seconded by Mr. Scott, That the request

for the admission of the Music Teachers' Association as a section of the Elementary Department be granted and that the final arrangements be left with the Board of Directors. Carried.

Moved by Mr. A. B. Shantz, seconded by Mr. A. E. Bryson, That the Ontario Educational Association approves of the proposal of the League of Empire to establish in London, England, as a memorial of those of our overseas teachers who made the supreme sacrifice in the Great War, a club house for teachers visiting in London, and that we pledge our support, financial and otherwise, to the carrying out of the project. Carried.

Moved by Dr. James L. Hughes, seconded by Mr. John Dearness, That the following be a special committee to operate with the officers of the League of the Empire in securing funds for the Imperial War Memorial, in memory of the teachers of the Empire who gave their lives in the Great War: Inspector Putman, Ottawa; Inspector Edwards, London; Inspector Cowley, Toronto; Charles G. Fraser, Toronto; J. R. Bulmer, Toronto; Rev. Bro. Rogation, Toronto; Principal Casselman, North Bay; Inspector Mowat, Peterboro; W. F. Saunders, Kingston; A. Mc-Nee, Windsor; W. F. Moore, Dundas; John Munro, Hamilton; Principal Silcox, Stratford; Inspector Stevens, Lindsay. Carried.

The report of the Printing Committee was presented by the chairman, Mr. Chas. G. Fraser. (See page 196.)

Moved by Dr. S. Silcox, seconded by Mr. A. Stevenson, That the Board of Directors of this Association be empowered to send a representative, if they deem it necessary, to the meeting of the Canadian business men and educationists, at Winnipeg, October 20th to 22nd, 1919, and to pay all expenses of said representative. Carried.

Mr. C. G. Fraser moved the resolution of which he gave notice on Tuesday (see page 9), seconded by Mr. J. Munro.

The motion was carried.

The President declared the meeting adjourned.

THURSDAY, APRIL 24TH, 1919.

The Association met in Convocation Hall.

President Buchanan took the chair at 8 p.m.

Rev. W. M. Morris conducted the devotional exercises by reading a portion of Scripture and leading in prayer.

F. W. Merchant, M.A., chairman of the committee appointed to draft resolutions expressing the sorrow of the members of the Association at the passing of Dr. John Seath and Dr. Hugh I. Strang, submitted the following resolutions:—

We, the members of the O.E.A., desire to place on record an expression of our deep and sincere sorrow at the removal of Dr. John Seath, the distinguished Superintendent of Education for the Province of Ontario. No more worthy monument could be erected to his memory than the great educational structure which he reared upon the foundation laid by Ryerson and Young.

While we appreciate the magnitude and the importance of the work which he accomplished through fifty years of devoted service, we know that his more apparent contributions to educational progress constitute the smallest part of the debt we owe him; his spirit still lives and strives among us, and the generations to come will be indebted to him for sane and stimulating ideals.

He was a man of the highest natural endowments and of wide and profound scholarship, coupled with a high conception of duty and with fidelity in its performance.

But his life was bound up with the educational life of the Province by other more intimate and kindlier ties. He was a source of inspiration and a sympathetic friend to many a young teacher sorely in need of guidance and courage, and his memory will long be kept green for his genial and genuine manliness. He can best be described only in the words of the poet he loved so well—

“ His life was gentle, and the elements
So mixed in him that Nature might stand up
And say to all the world, ‘ This was a man ! ’ ”

We, the members of the O.E.A., record with sorrow the passing of another of our past presidents in the person of Hugh Innes Strang, LL.D., late Principal of the Goderich Collegiate Institute. Dr. Strang has been an outstanding figure at all provincial educational meetings for the last fifty years. He was willing to undertake any task or perform any duty to assist the cause of education to which he had faithfully devoted the services of a long and useful life. He was a friend to every man, faithful, frank and true, and he will long be remembered by thousands of his former students who live to illustrate his counsels and to revere his memory.

Moved by Dr. Merchant, seconded by R. W. Doan, That these resolutions be adopted, and that copies of them be sent to the families of the deceased. Carried.

Dr. O. C. J. Withrow addressed the Association on "How Life Begins," illustrated by moving pictures. (See page 169.)

Mr. Taylor Statten addressed the Association on "Standard Efficiency Tests." (See page 180.)

The Auditors' report was read by the Secretary and adopted. (See page 116.)

President Buchanan introduced the President elect, Mr. W. F. Moore, who then took charge of the meeting.

Moved by Mr. Chas. G. Fraser, seconded by Rev. Jas. Buchanan, That whereas the Legislature of the Province of Ontario has decided to submit to the electorate of the Province the question as to whether the Ontario Temperance Act shall continue to be the law of Ontario, and also, whether there shall be permitted a restricted sale of alcoholic liquors as beverages; and whereas the vital interests of our pupils are directly and indirectly involved in no small degree by the result of this referendum: therefore be it resolved, that we, as members of the teaching profession, hereby put on record our opinion that it is in the interests of the children, for whose welfare we are largely responsible, that the Temperance Act be sustained, and that the total elimination of the manufacture and sale of alcoholic beverages be accomplished as soon as possible. Carried.

Moved by Mr. J. G. Elliott, seconded by Mr. A. Werner, That the hearty thanks of the Association be tendered to those concerned in producing the choice singing, so happily given during the sessions, and that an honorarium be granted by this Association to the staffs of the schools who provided the charming music. Carried.

The suggestion of Principal Fraser that the honorarium be thirty dollars was approved by the Association.

On motion of Mr. Chas. G. Fraser, and Mr. John Munro, President Buchanan was congratulated on the successful year the Association had had under his direction, and appreciation was expressed of the interest he had taken in educational affairs and in teachers' interests, as well as the manner in which he had pre-

sided over the meetings of the Association, which had been such a great success.

Mr. Buchanan replied in a few well chosen words, expressing his appreciation of the honour that had been paid him and the pleasure it had been to him to do what he could in so important a cause.

Moved by Mr. C. G. Fraser, seconded by Mr. J. Munro, That the thanks of the Association are hereby tendered to Dr. Cody, Minister of Education; Dr. Claxton, Commissioner of Education; Mr. Taylor Statten, and Dr. Withrow, for their inspiring addresses, and to Miss Anna J. Hunter and Miss Mae E. Skilling, and the Double Trio and the Choir of Perth Avenue School, for their contributions to the success of the meetings. Carried.

The Secretary was instructed to communicate the thanks of the Association to each.

A letter from Mrs. Ord Marshall, Secretary of the League of Empire, London, England, was presented and ordered to be printed in the proceedings. It is as follows:

3rd April, 1919.

SIR,—I write to let you know that a special meeting of the Imperial Union of Teachers was convened by the League of the Empire (February 8th-22nd, 1919) for the Oversea Soldier-Teachers now serving with their respective forces. About three hundred Soldier-Teachers took part in the conference, the programme of which was drawn up with the double object of affording a survey of the newest methods of London education and of opening up to them historical places not available to the general public.

The opening meeting of the conference took place in the Marble Hall of the India Office, lent specially in honour of their services. H.R.H. Prince Arthur of Connaught presided in the place of the Duke of Connaught, who was ill. Amongst the speakers were the Right Hon. Herbert A. L. Fisher, President of the Board of Education; Colonel Amery, M.P., representing the Colonial Office; Lord Sinha, representing the India Office; Lord Gorell, representing the War Office; the Archbishop of Canterbury, the Chairman of the London County Council Education

Committee, and the Head Master of Winchester College, representing the League of the Empire. The Directors of Education to the Overseas Forces responded.

I am further to inform you that the League of the Empire is hoping to establish a Central Memorial to the services of Soldier-Teachers of the Empire. The Memorial is to take the form of a Residential Headquarters in London for Oversea Teachers when they come there for study or to take up temporary work in the schools for the purposes of experience. Within the Headquarters it is proposed to inscribe on panels the names of all Soldier-Teachers who have fallen in the service of the Empire in the Great War. The reception room, by Queen Alexandra's special desire, is to be known as "Queen Alexandra's Drawing Room."

A special message from H.M. Queen Alexandra shows Her Majesty's deep appreciation both of the work and service given by teachers throughout the Empire.

An appeal has been issued for £25,000, and we hope that this sum will be available for a purpose so important. We have asked your Department if they will consider furnishing us with (a) the names of all those teachers who have fallen in the service of the Empire, (b) with a roll of the names of all teachers who have served in the War, such roll to be kept in the Library of the Headquarters for the information of all concerned in days to come. Possibly your Association would help in making those lists complete and correct as may be.

Further, we would ask if the teachers of your union would like to be associated with this Central Memorial to their colleagues, thus making it truly representative. A sure bond between the teachers of the Empire has been established and it seems appropriate that its seal should be set in the shape of a centre where a warm welcome will always await those coming from other parts of the Empire where touch may be obtained with all that is useful and with people who can best afford such special facilities as may be required, whether for study or for temporary employment.

Your interest in the scheme will be deeply valued by our Council.

To each subscriber, of whatever sum, the enclosed Teachers' Souvenir of the Great War will be presented—and, all Associa-

tions co-operating, we hope the Memorial Headquarters will be a most useful central meeting place.

I have the honour to be, Sir,

Yours obediently,

E. M. ORD MARSHALL,

Hon. Secretary.

R. W. Doan, Esq.,

The General Secretary,

Ontario Educational Association.

After the singing of the National Anthem, the President declared the meeting adjourned.

R. W. DOAN,

General Secretary.

MINUTES OF THE ELEMENTARY DEPARTMENT.

THURSDAY, APRIL 24TH, 1919.

The meeting of the Elementary Department of the Ontario Educational Association was held in the East Hall of the University Building, on the forenoon of the above date.

The meeting was called to order at 9.15, Mr. G. A. Jordison, President, in the chair.

Devotional exercises were conducted by Secretary Fraser.

The minutes of last meeting were taken as read, and confirmed.

A communication was presented from Inspector L. A. Green, saying that Mr. Mansell, Vice-President of this department, would be unable to be present on account of the death of his wife, on the evening of Friday last.

On motion of Principals Reid and Pickering, the Secretary was instructed to express the sympathy of this department with Mr. Mansell, in his great loss.

On motion of Principals Fraser and Shantz, the Secretary was requested to express to Mr. and Mrs. Speirs, the sympathy of this department in the loss of their son, who had been taking such a fine honour course at school.

On motion of Mr. L. J. Colling and Principal Shantz, a very cordial welcome to membership in our department was extended to the Home and School Council Section, and to the Music Section.

Mr. G. A. Jordison then delivered the President's address on "Educational Re-construction for Rural Schools."

On motion of Principals Fraser and Snelgrove, the President was complimented on his address and requested to have it incorporated in the Report of the Proceedings. (See page 197.)

Mr. Martin Kerr, B.A., the Representative of this Department on the Legislation and Discipline Committee, presented his report, outlining the work of the Committee for the past year. (See page 194.)

The election of officers resulted as follows:

<i>President</i>	Mr. N. C. Mansell, Sault Ste. Marie.
<i>Vice-President</i>	Mr. L. J. Colling, Peterborough.
<i>Secretary-Treasurer</i>	Mr. Chas. G. Fraser, 10 Sylvan Avenue, Toronto.
<i>Representative, Legislation and Discipline Committee</i>	Mr. Martin Kerr, B.A., Hamilton.

The meeting then adjourned.

CHAS. G. FRASER,
Secretary-Treasurer.

MINUTES OF THE PUBLIC SCHOOL SECTION.

TUESDAY, APRIL 22ND, 1919.

The Public School Section of the Ontario Educational Association met in the East Hall of the University of Toronto on the above date. The first hour was devoted to the registering of members and delegates, and a social reunion—the meeting of old friends and the making of new ones.

At 10.15 the meeting was called to order, Mr. John Munro, B.A., President, in the chair, who read a portion of scripture and all united in repeating the Lord's prayer.

The National Anthem was then sung.

Chas. G. Fraser was elected minute-secretary.

The minutes as printed in last year's report of the proceedings were taken as read and confirmed.

The following communications of the year were presented:

(1) From the following Teachers' Institutes forwarding their Institute Membership Fee to the Public School Section of the O. E. A.:—

Algoma	\$5 00	Northumberland and	
Algoma (East Div.)..	2 00	Durham III.	5 00
Bruce, W.	5 00	Ontario S.	5 00
Elgin, E.	5 00	Oxford	5 00
Essex, S.	5 00	Peel	5 00
Frontenac, S.	5 00	Peterboro (City)	5 00
Grey, S.	5 00	Peterboro (County) ..	5 00
Grey, W.	5 00	Simcoe, N.	5 00
Hastings, C.	5 00	Timiskaming	5 00
Huron, E.	5 00	Thunder Bay	5 00
Huron, W.	5 00	Victoria	5 00
Kent, W.	5 00	Wellington, N.	5 00
Lambton, W.	5 00	York, W.	5 00
Lanark, W.	2 00	Toronto (No. 1)	10 00
Leeds and Grenville, W.	5 00	Toronto (No. 2)	10 00
Lennox and Addington.	5 00	Toronto (No. 3)	10 00
Manitoulin, E.	2 00	Toronto (No. 4)	10 00
Muskoka	3 00	Toronto (No. 5)	10 00
Nipissing	5 00	Toronto (No. 6)	10 00
Northumberland and		Toronto (No. 7)	10 00
Durham II.	5 00		
			<hr/>
			\$219 00

(2) From the Local Institutes:—The correspondence for the year and the resolutions of provincial importance that had been passed.

(3) From the officials of the various departments and sections of the O. E. A. for 1918-1919.

(4) The correspondence with the officers and members of the Executive of the Public School Section of the O. E. A.

(5) *From Miss Lena M. Field, San Fernando, Trinidad:*—A letter which had reached the Secretary just after the close of the 1918 meeting, telling of her new field of labour in the Presbyterian Mission School in Trinidad and sending greetings to her former associates in the O. E. A.

(6) *From the Halton Teachers' Institute:*—That in the opinion of the Halton Teachers' Institute, the interests of education as well as those of the children would be better served by placing History in Part I of the Junior High School Entrance Examination.

(7) *From the Halton Teachers' Institute:*—That owing to the inadequate remuneration made to teachers in many sections, the Department of Education be asked to fix a minimum salary to be paid to teachers, commensurate with the value of their work.

(8) *From the Wentworth Teachers' Institute:*—That every County Teachers' Institute, annually, shall appoint one of their members a representative on the Entrance Examination Board.

These communications were referred to the Committee on Resolutions.

It was moved by Mr. T. A. Reid, Hamilton, and seconded by Mr. Wilson, of Guelph: That the following be the Committee on Resolutions: Mr. Martin Kerr (Hamilton), Mr. John Carmichael (Kitchener), Mr. W. J. Snelgrove (London), Mr. Jas. D. Denny (Ottawa), Mr. W. H. Johnston (Kippen), Mr. D. A. Norris (Penetanguishene), Mr. J. A. Hill (Toronto), Mr. L. J. Colling (Peterboro), Mr. A. E. Bryson (Cobalt), Mr. J. A. Short (Swansea), Mr. S. Nethercott (Woodstock).

It was moved in amendment by Chas. G. Fraser, and seconded by Mr. A. B. Shantz: That the President be asked to name the committee as is customary.

The amendment carried.

The President then named the following committee: Chairman, Mr. A. E. Bryson, Cobalt, the Vice-President; Mr. S. Nethercott, Woodstock, Past President; Mr. W. J. Thorburn, Midland; Mr. A. Morrell, Hamilton; Mr. J. Carmichael, Kitchener; Mr. W. H. Johnston, Kippen; Miss Isabel E. Shar-

man, Goderich; Miss Gertrude McIntyre, Ottawa; Miss Sara Gosnell, Port Arthur; Miss Katharine Macdonald, South Porcupine; Mr. W. J. Snelgrove, London; the President and the Secretary.

Mr. Chas. G. Fraser presented the Secretary's report, which was received and adopted.

Mr. R. M. Speirs presented the report of the Treasurer as follows:—

RECEIPTS.

Balance on hand from 1917-18	\$281 95
Members' fees for 1918.....	299 25
Teachers' Institute fees (see page 17)	219 00
	<hr/>
	\$800 20

EXPENDITURES.

Members' fees to the General Association	\$120 40
Railway Agent—Viseing R.R. Certificates	65 50
Caretaker.....	2 00
Secretary—Chas. G. Fraser	100 00
Treasurer—R. M. Speirs	30 00
Minute Secretary	20 00
Typewriter rental	20 00
Gourlay—rent of piano	7 00
Balance on hand	435 30
	<hr/>
	\$800 20

The report was received and referred to the auditors, Mr. J. A. Hill and Mr. J. L. Stewart being appointed auditors.

Mr. W. F. Moore, Principal, Dundas Public Schools, presented his seventh report of the School Library Committee and emphasized the value of the "Story Hour" in connection with the public schools. He recommended that the "Story Hour" be held in the public libraries, if possible, so that the school and the public library shall be associated. The stories should be told, never read. The length of the story should never be more than twenty to thirty minutes, and should be told out of school hours—preferably on Friday, immediately after four. Great care should

be exercised that the story should be bright, breezy, and of high literary value.

There was a difference of opinion as to who should tell the stories as well as the time and the place, and in the discussion that followed Miss C. I. Winters, Miss May McCaughey, Mr. W. J. Snelgrove, Mr. Chas. G. Fraser, and Mr. A. B. Shantz took part, the latter two moving the reception of the report.

Mr. T. A. Reid, seconded by Mr. S. Nethercott, gave notice of motion of the following resolution of appreciation of the life and labours of the late Dr. John Seath, Superintendent of Education:—

That the Public School Section of the Ontario Educational Association, now in convention assembled, desires to place on record its appreciation of the life and work of Dr. John Seath, who, for many years, occupied so prominent a place in Education in this Province, as teacher, principal, high school inspector and, for the past fourteen years, as Superintendent of Education, during which time he laboured with unabated zeal, high ability and a goodly measure of success, for a great forward movement in all departments of educational work, especially in the public schools of the Province, the problems of which he made the first business of his high office, doing much for their improvement, the improvement in the training of the teacher and the betterment of their position;

Further, that the Public School Teachers of the Province, as represented in this section, desire to express to the bereaved family their deepest sympathy, and request the Secretary of this section to communicate to them this resolution.

The requirement of a notice of motion was waived, and the resolution was carried unanimously by a silent, standing vote.

Mr. Jas. A. Smyth, formerly of Windsor, and at present on the staff of Victoria School, Kitchener, on a question of privilege, was allowed to present his case in connection with the law suit which had been carried on for some time; and asked for advice or support from the Public School Teachers assembled. A warm discussion followed.

It was moved by Mr. Martin Kerr and seconded by Mr. W. F. Moore: That in the case of Mr. Smyth, the matter be left to the Legislation and Discipline Committee, to be called at once.

It was moved in amendment by Chas. G. Fraser and seconded by Principal Pickering: That, as immediate action was necessary, a committee of seven be appointed to consult with Mr. Smyth and advise as to further steps.

The amendment was carried.

The following committee was named: Mr. Kelly, Mr. Denny, Mr. Norris, Mr. Wilson, Mr. Shantz, Mr. Fraser and Mr. Carmichael.

The following notices of motion were then given.—

By Mr. T. A. Reid: That in connection with the lectures on professional spirit, and instruction on school law in all training schools, the relation of the profession to the superannuation scheme should be fully explained, and an effort made to implant a spirit of loyalty to, and cheerful support of, the Superannuation Law.

By Secretary Fraser: That in the opinion of the Public School Section of the O. E. A., a representative elected by the teachers should have a place on the Board of Education of each large urban centre.

These were referred to the Committee on Resolutions.

Mr. W. F. Moore then presented his subject, "The Ontario Public School Readers." (See page 255.)

It was moved by Mr. D. A. Norris and seconded by Miss E. Abram, that Mr. Moore's paper on "The Ontario Public School Readers" be referred to a committee of seven. Carried.

The meeting then adjourned.

TUESDAY AFTERNOON SESSION.

The meeting was called to order at 2.15, President Munro in the chair.

It was announced that the Legislation and Discipline Committee would meet in Room 4, at 4 o'clock sharp.

Mr. J. A. Hill reported that the auditors had examined the Treasurer's report and compared the vouchers, and found the report correct.

On motion of Mr. Hill and Mr. Kerr, the report was adopted.

Mr. F. F. MacPherson, B.A., Hamilton Normal School, gave a very instructive address on "Vitalized History," which he was requested to hand in for publication. (See page 209.)

The choir from Western Avenue School, under the direction of Miss Lila E. Sloan, rendered "Ye Mariners of England" and "The Bells of Aberdovy." The thanks of the Association were expressed to Miss Sloan and her choir, and the Secretary was instructed to see that the favor was suitably recognized.

Mr. A. E. Bryson was then called to the chair, and expressed his thanks for the honour that had been conferred on him last year by electing him to the position of Vice-President.

Mr. John Munro, B.A., then presented his President's address on "World Builders."

Secretary Fraser and Mr. S. Nethercott, in motion, expressed their appreciation of the ideals that the President had presented in his address and it was requested that it should appear in the report of the proceedings. (See page 203.)

On account of the lateness of the afternoon, the presentation of Mr. Fraser's paper, "The Formation of a Bird Lover's Club in Every School," was deferred.

The meeting then adjourned.

WEDNESDAY, APRIL 23RD, 1919.

The forenoon session of the Public School Section of the O. E. A. took the form of four conferences: Public School Principals, Rural Teachers, Primary Teachers, and the Federation of Women Teachers' Associations of Ontario.

PUBLIC SCHOOL PRINCIPALS' CONFERENCE.

The Principals met in conference in the West Hall.

The meeting was called to order at 9.15. In the absence of Mr. Martin Kerr, Mr. A. E. Bryson, Vice-President of the Public School Section, took the chair.

Mr. J. A. Hill conducted the devotional exercises.

Mr. T. A. Reid was appointed minute-secretary.

The first period was a joint meeting of the Principals and the Hygiene and Public Health Section, at which Dr. Margaret Patterson presented the subject, "What to Teach About Parenthood, and How to Teach It." (See page 239.)

A very interesting discussion followed in which Dr. Withrow, Mrs. Lang, Inspector Ward, Mr. J. A. Hill, Mr. John Munro and

Dr. Seccombe, the President of the Hygiene and Public Health Section, took part.

Dr. Patterson mentioned the following publications as specially valuable in this connection:—

BOOKS FOR BOYS.

“Strength of Ten” (*for boys 10-14*).

“John’s Vacation” (*for boys 14-16*).

“Chums” (*for boys 16-20*).

BOOKS FOR GIRLS.

“Life’s Story” (*for girls 10-14*).

“The Doctor’s Daughter” (*for girls 14-16*).

“Life’s Problems” (*for girls 16—parenthood*).

“The Cradle Ship,” by Edith Howe.

“On the Threshold of Sex,” by F. J. Gould.

It was moved by Dr. Margaret Patterson and seconded by Mr. J. A. Hill: That in view of the apparent need of better knowledge of the human body as a means of conserving individual and national health, and in view of the fact that this knowledge can so easily be given in the light of the present scientific standing;

Therefore be it resolved, That a thorough course in health, including the teaching of the facts of reproduction, the natural laws controlling them, and the results of breaking these laws, be established in all the Normal Training Schools, so that the teacher may be fitted to teach the subject properly and that Health be given a place in the curriculum of the Public Schools.

It was moved by Mr. J. A. Hill and seconded by Mr. S. Nethercott, that Dr. Patterson be thanked for her presentation of this subject and that her address appear in the report of the proceedings. (See page 239.)

Principal F. P. Gavin of the Windsor Collegiate Institute then presented the subject “Closer Co-ordination of Public and Technical Schools,” and in the discussion that followed, Mr. Richardson (Toronto), Mr. Smyth (Kitchener), Mr. Adams (London), Mr. Moore (Dundas), Mr. Kirk (Toronto), Mr. Kelly

(Hamilton), Mr. Snelgrove (London), Mr. Norris (Pentanguishene), Mr. Althouse (London), Mr. Munro (Hamilton), and Mr. Fry (Collingwood), took part.

It was moved by Mr. L. J. Colling and seconded by Mr. John Munro, that the appreciation of the conference be expressed to Principal Gavin and that an outline of his address be published in the proceedings. Carried.

Mr. A. E. Bryson, chairman of the Special Committee *re* "An Educational Excursion to Our Great North Country," reported progress—presenting the many difficulties that prevented the realization of the object of the committee for this year.

The committee was continued in office for another year.

It was moved by Principal Moore and seconded by Principal Speirs, that a vote of thanks be given to Capt. Magladdery, M.P.P., for his efforts in assisting the committee. Carried.

Mr. Kerr, who arrived during Mr. Bryson's address, was called upon to introduce the subject, "The New Conditions and the New Curriculum." He said that in view of the Minister's address, the previous evening, it would be unnecessary for him to say anything. However he gave an outline of what he considered the new conditions and of how the curriculum should be modified.

A lively discussion followed which brought forth two resolutions:—

It was moved by Mr. W. J. Snelgrove and seconded by Mr. L. J. Colling: That the subject of History should be reinserted in Part I of the Entrance Examination and that the history course be modified by its simplification. Carried.

It was moved by Mr. C. E. Kelly and seconded by Mr. A. B. Shantz: That the chairman name a committee to take into consideration the matter of any desired changes in the curriculum. Carried.

The following committee was named: Mr. Martin Kerr, Mr. Chas. G. Fraser, Mr. A. B. Shantz, Mr. A. E. Bryson, and Mr. W. J. Snelgrove.

A further resolution was adopted asking for immediate action by this committee.

The following representatives of the Principals' Section were duly elected:—

Chairman, Mr. John Munro, B.A., Hamilton.

Secretary, Mr. A. B. Shantz, Toronto.

Director, Mr. D. A. Norris, Penetanguishene.

The meeting then adjourned.

THE RURAL TEACHERS' CONFERENCE.

The Rural School Teachers met in conference in the East Hall, Mr. J. A. Graham, Durham, in the chair, who conducted the devotional exercises, reading Psalm XIX, and all uniting in the Lord's Prayer.

Mr. J. A. Short, Swansea, was appointed minute-secretary.

Mr. W. H. Johnston, Kippen, presented his topic, "Beautifying the School Section."

In the discussion which followed, Mr. Tomlinson, who has charge of the Landscape Gardening at the O. A. C. at Guelph, commended the address and explained what assistance the Guelph College could give.

It was moved by Mr. John Drury, Belfountain, and seconded by Mr. J. B. Pomeroy, Kitchener, that Mr. Johnston's paper be included in the report of the proceedings. Carried. (See p. 242.)

Mr. Albert H. Leake, Inspector of Manual Training and Household Science for Ontario, presented "Some Ideal Features of a Modern Rural School," and was requested to have his address appear in the report.

The next period was a joint session of the Rural Teachers and the Hygiene and Public Health Section.

Mrs. A. C. Thomas, Beamsville, Secretary of the Women's Institute of Lincoln County, introduced the subject, "Medical and Dental Inspection in Rural Schools and Smaller Urban Centres," and was requested to have her paper appear in the report of the proceedings.

Mr. John Dearness, Principal, Normal School, London, read a paper on "Agriculture as an Education," which, on motion of Mr. Pomeroy and Mr. Johnston, was handed in for publication. (See page 245.)

The following representatives of the Rural School Teachers were duly elected:—

Chairman, Mr. J. A. Short, Swansea.

Secretary, Mr. John Drury, Belfountain.

Director, Mr. G. A. Jordison, Bancroft.

The meeting then adjourned.

PRIMARY TEACHERS' CONFERENCE.

The Primary Teachers met in conference in the Ladies' Library.

The meeting was called to order at 9.20, Miss Ethel M. Hall in the chair.

Miss Hall conducted devotional exercises suitable for a Primary grade.

Principal Fraser introduced the subject "What Should be Attempted in the First Year with a Class in School," recommending that the whole year be devoted to language work—learning to read being the central effort. He pointed out that at that period of the child's life the memory and the language faculty were very active, and History, Geography, Hygiene, and Literature are all merely Reading; and the sooner the child was able to read, the sooner he was in possession of the key to the storehouse of literature and learning. The need of more matter, suitable for practice in reading for the Primary Class, was referred to and the thought was emphasized that teachers, who know what is needed, should have the ability, the confidence and the industry to produce it.

Miss Ethel M. Hall took charge of the next subject, "Supplementary Reading Matter," and was assisted by Miss Isabel Wilson and Miss K. E. Martin, of Ryerson School, and Miss Agnes M. Taylor, of Brampton.

These had accumulated an almost endless variety of matter and material for reading and school room work—very suggestive indeed.

The story-telling competition was one of the most attractive items on the whole programme. Many were unable to gain admittance to the room.

Story telling is a gift primary teachers "covet earnestly," and the ability to tell a Bible story well, is a gift with wonderful

power to influence the lives of boys and girls of primary classes, making them acquainted, *even intimate*, with the most beautiful characters that have adorned the scroll of time, and creating ideals which will dominate and direct their lives.

The five teachers on the programme amply demonstrated the art of story telling for their respective educational centres, and fully justified the high expectations of those present. Many remarked how closely all of them followed the beautiful, simple language of the Great Book.

Miss Eleanor Kappelle of Stratheona School, Hamilton, told the story of "The Call of Moses."

Miss Amelia Kelley of Frontenac School, Kingston, told the story of "The Selling of Joseph."

Miss Elizabeth Evans of Tecumseh School, London, told the story of "Pharaoh's Dream."

Miss Bertha F. Watts, Wellington Street School, Ottawa, told the story of "David and Goliath."

Mr. Chas. G. Fraser of Manning Avenue School, Toronto, told the story of "The Call of Samuel."

Miss Mary Agnes Rowe then conducted the "Round Table Conference on:—

(1) Writing in the Primary Grade.

(2) What number work should there be for Primary Grades?

(3) Should children be admitted to the Primary Class at any time of the year?

The discussion of the last topic brought forth the following resolution, which was carried unanimously, and referred to the Public School Section for approval and support:—

That pupils be admitted to the Primary Grade only at certain stated periods of the year—September, New Year, and Easter; and that the resolution be referred to the Public School Section for approval and urging before the Minister of Education.

The following representatives of the Primary Teachers were duly elected:—

Chairman, Miss Mary Agnes Rowe, Brockville.

Secretary, Mrs. I. H. Langford, Toronto.

Director, Miss Jessie Bruce, Sault Ste. Marie.

The meeting then adjourned.

CONFERENCE OF THE FEDERATION OF WOMEN TEACHERS'
ASSOCIATIONS OF ONTARIO.

The Annual Meeting of the Federation of Women Teachers' Associations of Ontario, was held in Room 65, Toronto University, on the above date, at 9 a.m., the President Miss Evelyn Johnston, in the chair.

The meeting was opened with the National Anthem and prayer.

The minutes of the last meeting were read and approved.

The President, in an able address, suggested many ways in which the Federation might be made a potent factor in raising the status of the women teachers of the Province.

Moved by Miss Vandervoort, seconded by Miss Ford, that the President's address be published. Carried. (See page 250.)

The Executive Committee recommended:

1. That an Executive meeting be held annually, on the Monday afternoon of Easter week, and another meeting after the annual meeting, at the call of the President. Carried.

2. That, in cases where a large number of members can be reached by one letter from the Secretary, that the affiliation fees be as follows: Toronto, \$60.00; Hamilton, \$20.00; Ottawa, \$12.50; London, \$12.50. Carried.

3. That a typewriter be purchased for the use of the Secretary. Carried.

4. That the Secretary be paid an honorarium of \$100. Carried.

5. That whereas, it should be the duty of the Government to provide for the education of every child in the Province, and

Whereas, every qualified teacher in the Province is entitled to a living salary,

Therefore, be it resolved that the Minister of Education be requested to fix a minimum salary for qualified teachers throughout the Province, of not less than \$650.

Moved by Miss Arbuthnot, seconded by Miss Ford, that last clause be left for discussion until later. Carried.

The report, as amended, was adopted.

The Secretary-Treasurer, Miss Bertha Adkins, reported as follows:

In beginning the organization work, letters had been sent to the Honourable Minister of Education, and the Public School Inspectors of the Province, stating the aims of the organization.

The Minister of Education, and many of the Inspectors had cordially endorsed the Federation.

Arrangements were made for the presentation of the objects of the Federation to the teachers at the meetings of the Institutes in October, but, in many cases, these plans could not be carried out owing to the cancellation of the Institutes on account of the epidemic.

There is at present a membership of 4,328, as follows:—

Algoma, East	106	North Bay	45
Barrie	20	Northumberland and Dur-	
Belleville	28	ham, East	26
Border Cities	103	Northumberland and Dur-	
Windsor.		ham, Centre	47
Walkerville.		Orangeville	11
Sandwich.		Orillia	61
Bruce, East	99	Ottawa:	
Carleton, East	77	Public Schools	171
Cobalt	18	Normal Model School	12
Collingwood	22	Separate Schools	45
Chatham	47	Owen Sound	50
Dunnville	9	Parry Sound	41
Elgin, West	35	Peel and Brampton	61
Fort William	64	Pembroke	20
Galt	30	Peterborough	68
Gore Bay	18	Peterborough, East	46
Grand Valley	5	Petrolia	13
Hamilton	324	Port Arthur	40
Halton	67	Sarnia	48
Hastings, Centre	47	Simcoe, South	57
Huron, West	82	Stratford	49
Kent, East	68	St. Mary's	10
Kingston	56	St. Catharines	51
Lambton, East	87	St. Thomas	65
Lambton, West	59	Toronto	1,180
Leeds, East, and Brockville.	72	Trenton	14
Lincoln, Pelham and Thorold	60	Welland (city)	30
London	175	Wellington, South	26
Listowel	14	Wentworth	10
Manitoulin, East	23	Woodstock	35
Middlesex, East	12	York, East	54
Midland	29	York, West	56
Niagara Falls	30		

Besides these societies, ten other places have reported that they have organized, but have not yet joined the Federation.

FINANCIAL STATEMENT.

RECEIPTS.

Affiliation fees	\$368 20
Interest	1 76
	<hr/>
	\$369 96

DISBURSEMENTS.

Postage	\$30 05
Stationery and supplies	15 90
Telephone and telegrams	1 34
Printing and advertising	30 07
Typewriter rent	42 00
Secretary	100 00
Balance	150 60
	<hr/>
	\$369 96

NOTE.—There is a slight discrepancy between the number of members and the amount of the fees, owing to the fact that Toronto gave a straight grant of \$50.00, while London gave more than 10c. a member.

Mrs. Loughheed addressed the meeting in reference to *Woman's Century*, Limited. The publishers of this very widely-circulated magazine, the official organ of the National Council of Women, and other nationally organized societies, have granted space to the F.W.T.A. for an official page, to serve as a means of inter-communication among the members, and as a medium through which they may present their claims and ideals to the thousands of thinking men and women who are readers of *Woman's Century*.

It is obvious that, if the Federation is to derive the greatest possible benefit from the magazine, it is very desirable that as many teachers as possible shall make use of it for learning of the activities of the Federation, and for the expression of their own views.

Mrs. H. S. Strathy, Hon. Secretary of the League of the Empire, addressed the meeting in reference to the proposed Imperial War Memorial, to be established in London, England, in commemoration of the part taken by teachers in the Great War, and in memory of those who have given their lives for the Empire.

The memorial is to take the form of a residential Club and Headquarters for Overseas Teachers. Memorial tablets will be erected in honour of the teachers who have fallen in the Great War, and records will be kept of all teachers who have enlisted.

Ontario teachers have had a glorious share in the struggle for liberty. In 1914 there were 1,698 men teachers in the Public Schools of the Province, while in 1918 there were only 1,086. 564 Ontario teachers went to the front, and 47 gave their lives to save the world from German tyranny.

The Canadian Branch of the League of the Empire appeals to the teachers of Ontario to share in the building of this Teachers' War Memorial Club, as a tribute to the memory of their fellow-teachers and as a means of promoting friendly intercourse among the teachers of the Empire in the years to come.

At the close of Mrs. Strathy's address, a unanimous standing expression of appreciation and approval of the proposed memorial was given.

Miss Abram, of Chatham, was appointed Secretary in charge of the work in connection with the League of the Empire.

Mrs. Groves, a member of the Toronto Board of Education, was the next speaker. Announcing that her intention was not to instruct, but to entertain, she proceeded to do so most successfully, by reading a number of original poems, presenting the viewpoint of the Canadian child.

Miss Church, Toronto, gave an excellent paper on "The Possibilities of a Teachers' Federation."

Half the soldiers of Canada, in the Great War, came from our own Province. Their splendid ideals of citizenship were largely due to the work of the schools. The glorious opportunity of unselfish service for others must be the primary teaching of the war. This is the greatest lesson we can give our pupils. They must learn that duty comes before pleasure.

The personality of the teacher is the greatest factor in the success of the school. In order to attract and retain persons of high ideals and strong personality to the teaching profession, salaries must be very materially increased.

Women teachers have an important part in the work of national re-adjustment, and should have high ideals of citizenship. In the records of war work, no other class of women holds a higher place than the women teachers.

In order to realize their greatest possibilities, teachers must take an active part in public work, and must become leaders in community life.

Moved by Miss Graham, seconded by Miss McGinnis, that about twenty members be appointed to act on the Salary Committee of thirty named by the Public School Department. Carried.

Moved by Miss Arbuthnot, seconded by Miss Waters, that an Advisory Committee be appointed to advise the Salary Committee.

Many names were suggested for the Advisory Committee: It was felt that it would be wise to consult each W.T.A. through the regular officers.

The following officers were elected for the coming year:

<i>President</i>	Miss E. Johnson, London (Acclamation).
<i>Vice President</i>	Miss J. Stead, Walkerton.
<i>Secretary-Treasurer</i>	Miss B. Adkins, St. Thomas (Acclamation).

REPRESENTATIVES TO THE EXECUTIVE COMMITTEE

<i>Northern Ontario</i>	Miss Collins, North Bay. Miss Petrie, Sault Ste. Marie.
<i>Eastern Ontario</i>	Miss Ross, Peterborough. Miss B. Pettit, Ottawa.
<i>Central Ontario</i>	Miss Arbuthnot, Toronto. Miss Black, Hamilton.
<i>Western Ontario</i>	Miss Tugman, Tara. Miss McGinness, Fergus.

The meeting then adjourned.

BERTHA ADKINS,

Secretary.

WEDNESDAY AFTERNOON SESSION.

The meeting was called to order at 2.10, President Munro in the chair. The session was devoted to the interests of local Teachers' Institutes.

The President announced that the Committee on Resolutions would meet again at 8.30 on Thursday morning.

Mr. John A. Graham read a carefully prepared paper on "The Ideal Secretary of a Teachers' Institute," which, by resolution, appears in the report of the proceedings. (See page 224.)

The subject of "The Grafonola in the School" was discussed by J. Milnor Dorey, M.A., who has had practical experience in the public schools of the United States, in English and Music Supervision. He developed the practical educational uses of the Grafonola and of records in public school work. He showed, by actual demonstration with pupils from Perth Avenue School, of which Mr. J. R. Bulmer is Principal and Miss Mae Skilling is Music Supervisor, just how pupils may study penmanship, learn folk dancing, and secure greater physical development through calisthenics, by way of music on the Grafonola. One of the features of the demonstration was the interpretative dancing of Miss Lois Landon of St. Margaret's College, Toronto.

It was moved by A. B. Shantz and seconded by T. A. Reid, "That the Public School Section of the O. E. A. request the Minister of Education to change the regulations so that a good Grafonola (phonograph) with a suitable number of appropriate records for each classroom be made part of the compulsory equipment of Public and Separate Schools."

It was moved in amendment by Mr. Chas. G. Fraser and seconded by G. A. Jordison: "That the words 'for each classroom' be omitted." The amendment carried.

A vote of thanks was tendered Mr. Dorey for his address and request made that it appear in the report. (See page 230.)

Miss Yates, of the Social Service Department of the University of Toronto, spoke briefly regarding Thrift Stamps, and it was decided to allow Principal Cobb to address the meeting later in the afternoon.

Mr. J. W. Emery, D.Pæd., of Stratford Normal School, gave an address on "The Teachers' Institute as a Professional Library Circle." He showed that it is of vital importance that the teacher engage in a course of reading for the sake of mental alertness and professional growth. Our examination system with its encouragement of cramming is not conducive to a reading habit, and the majority of our teachers are sent out with little ability to read a really stimulating book. The remedy is a change that will emphasize education rather than passing. The teacher can be aided

by Reading Circles organized and fostered by the County Institutes. Two or three live books would be chosen annually, and the teachers encouraged to read and discuss these during the year. At present three-fourths of the States of the Union have reading circles under state control.

Mr. E. J. Cobb, Principal of one of the Grammar Schools of Buffalo, presented the subject, "Practical Psychology in Teaching Thrift," and showed how success had attended the efforts of the Buffalo schools in the selling of Thrift Stamps, exhibiting some of the devices employed.

Thrift Clubs were organized and Thrift-Club elections with a regular set of candidates were held. Half an hour a week was given for meetings of the club. Competitions between the classes were organized and class "thermometers" showing progress were used. Posters and mottoes from headquarters were posted in the school and in the neighbourhood, and the pupils were encouraged to prepare similar announcements themselves. Buttons, to symbolize money saved, were given out, and good objects for which to save money were presented.

Principal Cobb was thanked for his presentation of this important subject.

The meeting then adjourned.

THURSDAY, APRIL 24TH, 1919.

The meeting was called to order at 10.15, at the conclusion of the meeting of the Elementary Department, President Munro in the chair.

The consideration of notices of motion was then taken up:—

1. The resolution regarding the placing of the Superannuation Law properly before the Normal and Faculty students, as moved by Mr. T. A. Reid, and seconded by Mr. A. B. Shantz, was carried. (See page 21.)

2. The motion to have a representative teacher elected by the teachers of each of the large urban centres, having a place on the Board of Education, as moved by Secretary Fraser, was referred to the Committee on Resolutions for next year.

It was moved by A. B. Shantz and seconded by Mr. John Rogers: That whereas the Legislature of the Province of Ontario

has decided to submit to the electorate of Ontario, the question as to whether the Ontario Temperance Act shall continue to be the law of Ontario, and also whether there shall be permitted a restricted sale of alcoholic liquors as beverages; and whereas the vital interests of our pupils are directly and indirectly involved in no small degree by the result of this referendum;

Therefore be it resolved: That we, as members of the teaching profession, hereby put on record our opinion that it is in the interests of the children for whose welfare we are so largely responsible, that the Ontario Temperance Act be sustained and that the total elimination of the manufacture and sale of alcoholic beverages be accomplished as soon as possible.

This motion was carried and sent forward to the General Association.

It was moved by Mr. J. A. Short and seconded by Mr. J. F. Carmichael, that this Public School Section of the O. E. A. appoint a committee of five or seven to confer with the Minister of Education in regard to the cutting down of the present course in History. The motion was lost.

Mr. A. E. Bryson, chairman of the Committee on Resolutions, then presented his report, which was adopted clause by clause. (See page 258.)

The election of officers resulted as follows:—

<i>President</i>	Mr. A. E. Bryson, Cobalt.
<i>Vice-President</i>	Mr. W. H. Johnston, Kippen.
<i>Past President</i>	Mr. John Munro, B.A., Hamilton.
<i>Secretary</i>	Mr. Chas. G. Fraser.
	10 Sylvan Ave., Toronto.
<i>Treasurer</i>	Mr. R. M. Speirs, Toronto.

It was moved by Mr. T. A. Reid and seconded by Mr. A. B. Shantz, that the Secretary be instructed to engage necessary clerical assistance. Carried.

Mr. Reid spoke of the action of the Trenton Board of Education, who, this year, had sent their whole public school staff to the O. E. A., paying their expenses, and suggested that other boards might be induced to do likewise next year.

It was decided to have Mr. Fraser's paper, "The Formation of a Bird Lovers' Club in Every School," appear in the report of the proceedings. (See page 212.)

The meeting then adjourned.

THURSDAY AFTERNOON SESSION.

The meeting was called to order at 2.15, President Munro in the chair.

Mr. Chas. G. Fraser presented the subject "The Salaries of Public School Teachers and How They Could be Improved." Quoting from communications he had received in answer to a circular letter he had sent out, Mr. Fraser showed the seriousness of the present condition and spoke of the efforts that were being made in individual centres to have the salaries of teachers raised. He gave some information in regard to the salaries paid in some of the best and most appreciative centres and spoke of the decision of the General Association of the O. E. A. to appoint a committee to organize and unify the efforts throughout the Province to place the salaries of public school teachers somewhat nearer what they should be, and appealed for the active co-operation of every teacher in the Province.

Mr. R. J. Anderson, of Mount Hamilton, gave a very excellent paper on "Township Boards of School Trustees," for which he was highly complimented, and a motion was passed to have it appear in the report of the proceedings. (See page 236.)

The President expressed the regrets of the Rev. Dr. Sparling, of Hamilton, who had been called to a very important Church Committee, and was therefore unable to give his address on "The New Psychology."

It was moved by Mr. R. J. Pickering and seconded by Mr. A. J. Kaufman: That the salary of the Secretary be increased from \$100 to \$125. Carried.

The usual allowances were passed.

The meeting then adjourned.

CHAS. G. FRASER,

Secretary.

MINUTES OF THE KINDERGARTEN SECTION.

TUESDAY, APRIL 22ND, 1919.

The Kindergarten Section of the O.E.A. met in the Croft Chapter House of the Toronto University, the President, Miss Ellen Cody, Toronto, in the chair.

The meeting opened with the repeating of the Lord's prayer.

The minutes of last year's meetings were taken as read, being published in the proceedings.

Miss Mary Ollerhead, Toronto, was appointed press reporter.

The President then gave a most interesting address on the value of training children under five years of age. (See page 262.)

The foreign child and good citizenship was the subject of an interesting talk by the Misses Martin, Oliver and Cringan. All the speakers dwelt on the pleasure they derived from their work, as they felt they were creating a new heritage.

In the absence of Miss Louise N. Currie, Supervisor of Kindergarten in Toronto, Miss H. Heakes presented her paper dealing with the importance of play element in the work of education.

The meeting adjourned.

WEDNESDAY, APRIL 23RD, 1919.

The meeting opened at 9.30 a.m.

A letter was read from the London Kindergarten teachers deploring the scarcity of trained Kindergarten teachers and a discussion upon this topic took place, several suggestions being made by those present, and as a result a committee was appointed to confer with the Minister of Education, as to the best means of meeting the difficulty.

After this discussion a paper on the "Typical Uses of the Gifts" was given by Miss Scott, of Ottawa. (See page 268.)

It is a matter of the greatest regret that only a bare outline can be given of Dr. Claxton's splendid address, but as it was given extemporaneously, and it was not possible to get an outline from him, the following are a few of the ideas set forth:—

"Greater even than the discovery of America by Columbus was the discovery made by Froebel, the man who discovered Kindergarten," declared Dr. Claxton there, and proceeded to tell of the old man wandering through the forest when suddenly the idea of a child's school where little children could play and sing and incidentally learn, dawned upon him.

That was a century ago, but even then Froebel realized what we now believe, that there can be no freedom without the education of man. Kindergartens are the means of socializing the child. There are now 500,000 little children enjoying such socialism between the ages of four and six in the United States. Had Germany encouraged Froebel and his democratic ideas instead of driving him out of the country, the twenty million lives which have been lost in wars since then would never have been sacrificed.

Do we urge Kindergartens just to add a few years of school life for the child? No, by no means, but because we believe that happy, joyous childhood in the presence of earth and sky and nature itself, will by the very laws of association, insure that for all time, come what may, give that child the environment and influence of nature, and he will be happy and joyous as in childhood. Dr. Claxton closed his address by quoting statistics, showing that one or two years' Kindergarten training by no means retarded children.

The meeting adjourned. .

THURSDAY, APRIL 24TH, 1919.

The meeting opened at 10 a.m.

Mr. S. J. Radcliffe, B.A., gave a most interesting address on Literature.

At the Kindergarten conference participated in by the Misses Harding, Sparling and Rowe, Miss Harding read a most instructive paper on the necessity of a good Kindergarten foundation for children before entering the Kindergarten Primary Grade.

Miss Auto Powell gave a short talk on Art, showing the value of attracting children to what is best if we would have good development.

A resolution of sympathy with Miss Louise Currie in her enforced absence owing to illness was passed.

A motion was passed that the Secretary be requested to send a letter of sympathy to the family of the late Miss Hulda Westman, expressing the high esteem in which she was held in the Kindergarten section, in which she was so active and helpful for many years.

The Treasurer's report showing a balance of \$91.31 was read and adopted. The election of officers was proceeded with, resulting in the following:—

<i>President</i>	Miss Grace Loucks, Ottawa.
<i>Vice-President</i>	" C. Sparling, Toronto.
<i>Director</i>	" E. Cody, Toronto.
<i>Secretary-Treasurer</i>	" L. B. Williams, 96 Jameson Ave., Toronto.
<i>Councillors</i>	Misses Brenton, Bullery, Currie, Heakes, Harvey, Harding, Meade, McIntyre, Scott, Savage.

The meeting adjourned.

MINUTES OF THE HOUSEHOLD SCIENCE SECTION.

The sixteenth annual meeting of the Home Science Section of the Ontario Educational Association opened in the Household Science Building, University of Toronto, at 2.30 p.m., on Wednesday, April 23rd, 1919.

After registration of members, the meeting was called to order at 2.45 p.m., Miss Ockley, the President, in the chair.

The minutes of the last meeting were read and approved, and the financial statement adopted.

Mrs. Scott and Miss Robertson were appointed press reporters, and Misses Neville and Munt auditors.

The President, in her address, after welcoming the members of the Association and visitors, recalled briefly the various phases of work undertaken, and the successful results attained by those engaged in our department of work, since the last meeting of the section. The majority of these were closely connected with the sustenance of the "home battle line," or in connection with the recently wide-spread epidemic of influenza. These, she claimed, had undoubtedly demonstrated the fact that the time had long

passed when Household Science courses or teachers could be criticized, as too theoretical.

She then compared the spirit of our former meeting, which was permeated by thoughts concerning the part we might play in the winning of the great war, and that of to-day, with the happy prospect of peace, and said "Though our interests to-day are happily different, yet they are none the less intense, and certainly none the less absorbing, nor less important.

"To-day a greater national duty confronts us than ever before. Peace brings with it a sense of ineffable calm, but its approach opens a door leading to an avenue of immeasurable opportunities of responsibility and leadership.

"In tracing the wars of history each may be found to have left in its wake, very definite epoch-making social conditions, and this, the greatest war of all history, has proven itself no exception.

"To-day we realize that the 'laboring class' possess strength and power as never before. It is the age of democracy.

"This is as true in Canada as it is in England, and on all sides we hear the anxious enquiry, 'Is the age safe for democracy?'

"One great factor that will assist in making it safe is 'Education.' Fortunately, through the revelations of the great war, Canadians, in common with the rest of the civilized world, have been profoundly impressed with the necessity for trained citizens.

"Many of the greatest prejudices that obscured the value of the trained individual have disappeared, and possibly never before in our national life was the value of education more fully realized than it is to-day. Certainly there never existed a more kindly attitude toward education by the masses, and it may truly be said that we stand at the door of a new educational era."

Miss Ockley emphasized the fact that if this spirit is to be maintained one thing is essential, namely, that there must be wise, capable leaders, with high ideals and unity of purpose, and it was her opinion that no other body of teachers is more vitally interested in the welfare of the individual members of the state than those engaged in our own department of work. "It has been our endeavour to see that from infancy to old age, the greatest care may be taken of the life which the Almighty has bestowed."

"Our work has grown, it is true, but its development in the past has been slow, compared with the possibilities immediately presenting themselves. We must not attempt to return to pre-war conditions nor to pre-war methods. The flower cannot return again to the bud. . . .

"We have in our work, been compelled to revise and re-adjust to meet the recent requirements, and perhaps much of that which was not vital has already been sifted out.

"Never were we in a better position to see the great fundamental principles of the work, and never did the task demand more serious, more strenuous effort on our part than to-day. Indeed, so great is our opportunity that we may truthfully say that the success of the present age in Ontario, depends not upon Woodrow Wilson, not upon the Peace Conference, nor upon the League of Nations, but upon you and me in the fulfilment of our task."

Miss Ockley then introduced Miss Cora Winchell, B.S., Teachers' College, Columbia University, who gave an address on "The Challenge of the Reconstruction Period to the Field of Home Economics," published in full on page 272.

Mr. A. H. Leake, Inspector of Household Science for Ontario, gave an outline of the newer development of the work, calling particular attention to some of the serious problems in Home Science teaching in the rural schools, where the main emphasis is given to the hot lunch.

Hon. Dr. Cody in a few well chosen words spoke of the work in Home Science as "putting the scientific crown on household work," and said, "Everybody appreciates his or her work more if he or she realizes that it is the application of a great principle to a specific case."

Following the afternoon meeting, the session was entertained by the staff of the Household Science Department, University of Toronto.

APRIL 24TH. MORNING SESSION.

The meeting opened at 10 a.m. in Room 51, Main Building, University of Toronto.

The following were appointed as a nominating committee: Misses Neville, White, Ewing and Green.

Miss Cora Winchell gave a paper on "Post War Opportunities and Responsibilities in the Teaching of Home Economics." She

showed how Home Science was exposed to the scrutiny of the discerning public, which served to make the work more practical, and said, "The result of this is an unwillingness to return to pre-war hit or miss relationships to life, in class-room work. Education must function is no longer a hollow phrase. Home Science education has functions and no one is willing to revert the logical development of scientific principles, if by so doing it is necessary to stand aloof from the problems of life as they are lived and must be solved."

"Household Science in England" was presented in a most interesting way by Miss E. M. Hickmans (M. Sc. Birmingham, Eng.), University of Toronto. She described the courses of training presented to those desirous of becoming teachers of Domestic Economy, and spoke in detail of the work comprised by the courses in elementary schools. In the majority of the latter the manner of taking the work is somewhat similar to that conducted in the Housewifery Centres in America, where sanitary science, home management, laundry, sewing, food work, etc., all form a definite part of the course and where these are taken in close correlation with each other. The periods of time devoted to this subject, covering in many places the hours of a full school day, make it possible to instruct in these various phases of the work every lesson period, instead of isolating each branch for a definite period by itself. This method frequently necessitates the children staying for the noon meal, and the largest part of the food work is taken up from the standpoint of meals.

Following this Miss H. S. Grant Macdonald, M.A., Toronto, gave "Some Reconstruction Thoughts on the Elementary Curriculum," which is given on page 284.

AFTERNOON SESSION.

At this session the nominating committee brought in a report which was adopted, that the following officers be elected for the ensuing year:—

<i>President</i>	Miss Prichard, Owen Sound.
<i>Vice-President</i>	Miss E. Robertson, Toronto.
<i>Secretary-Treasurer</i>	Miss H. M. Wright, Toronto.
<i>Councillors</i>	Misses Ockley, Laird, Smith, Neville, Ewing, Learoyd and Mrs. Gausby.

On motion of Miss Laird, twenty dollars was set aside for expenses—railway—of out of town members of the executive.

The session approved unanimously of the suggestion, that the executive endeavour to co-operate with some other section for half a day at next year's meetings.

Miss Robertson gave a report from the committee appointed to consider "How to Improve the Curriculum." It was thought advisable that further work be done by a new committee, to consist of Miss Robertson, convenor, and the executive of the section.

"Textile Work" was the topic dealt with by Miss J. Rowntree (B.S., University of Wisconsin), University of Toronto, which report see on page 293.

Then followed reports of work done in sewing in various centres:—

(a) In Ontario—

Windsor.....	Miss Westlake.
Peterborough.....	Miss McVannel.
Owen Sound.....	Miss Prichard.
Toronto.....	Miss Pease.
Mt. Dennis.....	Miss Graham.
Islington.....	Miss Learoyd.

(b) From points outside Ontario.

In the majority of cases types of work done were exhibited. The meeting then adjourned.

HELEN M. WRIGHT,

Secretary.

MINUTES OF THE TECHNICAL AND MANUAL ARTS SECTION.

APRIL 22ND, 1919.

The Technical and Manual Arts Section of the O.E.A. met in Room 11, University College, at 2 p.m., for the 1919 sessions, the President, Mr. J. S. Mercer, of Woodstock, presiding.

The minutes of the meetings of 1918 were confirmed as read.

Next followed a few words from the President in introducing the first speaker. The President explained that owing to eye trouble he had been compelled to procure a substitute for the President's address announced on the programme. He had secured Mr. Thos. Bengough. Unfortunately Mr. Bengough had, only a few days before, been called to Ottawa on Government service. So he had left his address to be read by Mr. Gully, of Wellesley School, Toronto.

The paper read by Mr. Gully was called "Manual Arts, Forward!" It called forth considerable discussion, and on motion, it was unanimously decided to have it published in full in the minutes, with the writer's consent. (See page 300.)

Next followed a most interesting address by Miss Edith A. Griffin, of Winnipeg, on "Possibilities and Value of Cement in School Work."

Miss Griffin not only told us of the great possibilities and value of cement, but showed how these are secured. Cement is cheap; cures very hard and durable without firing, as is required by clay in pottery. She had for exhibition many articles made from cement, such as tiles—plain and decorated—flower-pots, vases, etc., with a mould showing how these were made. A valuable discussion followed.

The address was so valuable, in the opinion of the section, that, with Miss Griffin's consent, it was unanimously decided to have it printed in full in the minutes. (See page 307.)

This concluded the programme for the afternoon.

WEDNESDAY, APRIL 23RD.

The section assembled at 2 p.m., when the first address was given by Mr. G. P. Duffield, of Colour-Crafts, Limited, Toronto, on Lithographing Process.

Mr. Duffield proceeded to deal with the section as he would with a prospective customer.

By means of an eight-colour lithograph of a seed-catalogue cover, he showed in detail and with fine pains, the various steps taken to produce the finished work. The first step is to have an approved painting made. Then follows an etching of the outline

of each feature of the painting on a sheet of transparent gelatine. This is then used to get an outline tracing on a lithographer's stone. As many stones are required as colours to be printed,—one for each. These colours are printed successively, one over another until the finished product is secured.

Mr. Duffield made an interesting subject doubly interesting by a most pleasing manner and by his illustrating exhibits.

Many questions were asked and answered.

Next followed a paper by Mr. Alfred Howell, of the Central Technical School, Toronto, on the subject, "How We May Improve Our Art Education." Mr. Howell showed the great importance of Art in life. Many people seem to think it a fad or frill—a thing easily managed without. In fact, it has a most intimate relation to every phase of our living. He made it clear that he views Art in a light far different from those who associate with the word Art, merely the making of pictures and statuary. He said the field of picture-makers is already over-crowded. But there is still not only room for the artist, but a real dearth of artists—those who seek to create things, *useful* and beautiful—things for use—every day use—in home-building, home-furnishing, home-ornamenting. Everything we use should be *artistic*—even our kitchen-ware. All the things connected with our living should be, first, of good and suitable material; secondly, of beautiful and graceful form, and, where colour is employed, of pleasing colour.

Mr. Howell pointed out that this is a very opportune time to create a distinctive Canadian Art. The scarcity of manufactured things throughout the world, owing to the war, opens a wide field. The demand throughout the country for memorials to those who fell in the Great War presents an opportunity to place beautiful forms which will be a credit, or "atrocious rubbish," which would be a lasting blemish.

A very interesting and somewhat warm discussion followed.

The following were appointed a nominating committee to nominate officers for the ensuing year: Mr. S. B. Hatch, Miss A. Powell, Mr. A. F. Newlands, Mr. G. L. Johnston and Mr. J. G. Graham. The committee was instructed to report on Thursday.

THURSDAY, APRIL 24TH.

The first address of the afternoon was by Miss Edith A. Griffin, of Winnipeg, on "Occupational Therapy as Related to the Soldier and the Public."

Miss Griffin showed how the idea was first formed and then grew, that a useful and pleasant occupation of one's faculties makes for physical and mental upbuilding. This idea has been used very largely and most beneficially in hospital work, both for physical and mental restoration. The Great War has terribly increased the field of usefulness of this means of healing. Miss Griffin had many samples of objects which have been made in this way by patients, some of great beauty, and all showing ingenuity.

Miss Griffin's consent was secured to have her address printed in full in the minutes. An interesting discussion followed.

The last paper was read by Miss Auta Powell, of Toronto Normal School, on "Loose Ends."

Miss Powell compared the teacher's work to a work-basket where thread, etc., may be at "loose ends." It all needs frequent sorting and putting in order. Methods must be adapted to the age and condition of the pupil as well as the temperament of the teacher. The teacher must insist on the best work of the pupil and must be a judge of what is his best work. The speaker urged that illustrative drawing was most valuable in early grades and soon lost its value and failed to improve except in pupils who have a peculiar bent for it. In senior classes, illustrative drawing tends naturally to run into poster-making. This gives scope for the development of an appreciation of colour-harmony and ability to make good flat-washes. Emphasis was placed upon the many advantages to be derived from picture study. Drawings of flowers should be made of simple flowers only, in order that accuracy may be secured. Pupils should do their own criticizing, pointing out where and what work is wrong and how to correct it. Emphasis was laid upon the value of tree study. Figure drawing should be from the skeleton, then cover with flesh, then with clothes, giving little heed to wrinkles.

The careful teaching of perspective from observation rather than rule was urged. Miss Powell closed with a reference to

design, which should, of course, have a definite application. She also showed blocks bearing designs for printing which she had had made by her pupils and normal students for various useful, decorative purposes. An interesting discussion followed.

The nominating committee reported and the section unanimously declared elected, the officers nominated as follows:—

<i>Honorary President</i>	Mr. J. S. Mercer, Coll. Inst., Woodstock.
<i>President</i>	Mr. Alfred Howell, Technical School, Toronto.
<i>Vice-President</i>	Mr. A. N. Searrow, Faculty School, Toronto.
<i>Secretary-Treasurer</i>	Mr. T. W. Kidd, Riverdale Coll. Inst., Toronto.

Executive Committee—The above officers together with: Miss Laura A. Shannon, Brantford; Mr. John G. Graham, Technical School, Toronto; Mr. E. Faw, Riverdale Coll. Inst., Toronto.

Representative on Board of Directors.—The President, Mr. Howell.

This concluded the programme for the year.

MEMBERS.

Mr. Frank Bowers, 164 Emerald St., Hamilton.
 Miss A. Powell, 61 Homewood Ave., Toronto.
 Mr. W. A. Adams, 906 Lorne Ave., London.
 Mr. J. S. Mercer, Coll. Inst., Woodstock.
 Mr. A. F. Newlands, 29 First Ave., Ottawa.
 Mr. R. F. Fleming, Normal School, Ottawa.
 Mr. E. Faw, 27 Fairmount Cres., Toronto.
 Mr. G. L. Johnston, 155 Robinson St., Hamilton.
 Miss Laura A. Shannon, 34 Wellington St., Brantford.
 Miss M. Mulveney, 392 Dundas St., London.
 Mr. John G. Graham, Technical School, Toronto.
 Mr. J. R. Seavey, 249 King St. W., Hamilton.
 Mr. C. Ramsay, Normal School, North Bay.

Mr. A. N. Sarrow, 150 Delaware Ave., Toronto.

Mr. J. T. Power, 30 Elora St., Guelph.

Mr. R. N. Shorthill, 143 Delaware Ave., Toronto.

Mr. S. B. Hatch, 61 Oakmount Rd., Toronto.

Mr. H. W. Brown, Coll. Inst., Kitchener, Ont.

MINUTES OF THE REFORMED SPELLING SECTION.

This section met in Room 19 on Wednesday, the 23rd of April, the President, Professor D. R. Keys, M.A., taking the chair at 2.00 p.m.

The minutes of the preceding meeting were presented and confirmed.

The Secretary communicated a message from Bishop Welldon to the teachers of the Province. As a teacher, a former Headmaster of Harrow, and a writer of books and periodical literature on various social and religious subjects, also from his experience in the East as Metropolitan of India and Bishop of Calcutta, he has seen the urgent need of spelling reform from different viewpoints. He believes that the present spelling of English is the chief obstacle in the way of its becoming the universal language. The message was ordered to be printed.

The resolution of Messrs. E. S. Hogarth, B.A., and A. W. Burt, B.A., that in view of the fact that placing the authority of a spelling-book above that of the dictionary or even adopting the abridgment of any dictionary to the exclusion of all other lexicographic authority, tends to extinguish the investigating spirit of teacher and pupil, therefore be it resolved that a communication be sent to the Honorable the Minister of Education respectfully requesting a pronouncement from him as to whether or not teachers and examiners may accept from pupils and students the simpler of alternative spellings recognized and authorized in the unabridged editions of standard dictionaries of the language,—was discussed and reaffirmed. The President was requested to take steps to have this unanimous resolution brought before the attention of the present Minister, the Honorable Dr. Cody.

Professor Keys had selected for the subject of his presidential address "The Humors of English Spelling." By apt illustrations from Smollett, Thackeray, and other English authors and from Artemus Ward and Josh Billings down to Mr. Dooley and "Dere Mable," he showed how spelling had served as a vehicle of humor. (See page 341.)

Mr. John Dearness under the title of "Retrospect and Prospect," reviewed the progress of reform. (See page 344.)

Mr. W. M. Metford in discussing the paper said that it is reported on reliable authority that in their new 39-letter alphabet the Chinese are learning to read their language in one month. He argued that if the Labor people were only made aware of the economy of simplified spelling that they would set up an irresistible demand for it. An experiment reported by Mr. Burt showed that a high school class had, after a half-hour's instruction, read Italian—which is a rationally spelled language—missing only the accents in some words, and had written and spelled it perfectly from dictation.

Mr. A. W. Burt, B.A., gave an address on "Hindrances to the Progress of More Rational Spelling." (See page 348.)

The three papers were referred to the Printing Committee with the request to have them printed if possible.

The following officers were elected:—

President Professor D. R. Keys, M.A., University College,
Toronto.

Secretary John Dearness, M.A., London, Ont.

Committee Dr. W. T. MacClement, A. B. Cooper, B.A., S.
Martin, B.A., A. W. Burt, B.A., Dr. D. A.
Maxwell, M.A.

JOHN DEARNESS, *Secretary*.

*MINUTES OF HYGIENE AND PUBLIC HEALTH
SECTION.*

WEDNESDAY AND THURSDAY, APRIL 23RD AND 24TH, 1919.

WEDNESDAY.

9.15: Joint meeting with Principals' Conference. Dr. Margaret Patterson, of Toronto, read a very interesting paper on "What to Teach About Parenthood and How to Teach It." A very interesting discussion followed, and the following resolution was moved by Dr. O. C. J. Withrow and seconded by Major F. J. Smith: That the paper of Dr. Patterson be published in the proceedings of the Ontario Educational Association. (See page 239.)

10.30: Mrs. A. C. Thomas, of Beamsville, Secretary of the Women's Institutes, Lincoln County, gave a fine paper on "Medical Inspection in Rural Schools and Smaller Urban Centres."

2.00: Group conferences were held by Medical, Dental and Nurses' sections.

Reports of Group Conferences.

After a short address by the chairman, Dr. Whyte reported for the Conference of School Medical Officers; that papers had been read by Dr. Geo. A. Bingham and Dr. F. J. Munn.

It was moved that the papers by Dr. Munn and Dr. Bingham be published in the proceedings of the Ontario Educational Association.

Miss MacKay reported for the Nurses' Conference as follows:—

A paper by Miss M. Scott, Dundas, on "The Needs and Problems of the Rural School Nurse,"; a paper by Miss E. Morrison, Toronto, on "Open Air Schools as conducted in Toronto," and a Question Drawer.

Dr. Bothwell reported for the Dental Conference as follows:—

State Dentistry for Adults: R. W. Hoffman, D.D.S.

State Dentistry for Children: Jos. Priestman, D.D.S.

It was moved and seconded that these two papers be included in the proceedings of the Ontario Educational Association.

It was moved, seconded and carried, that there be a group conference on "Physical Training" next year.

Dr. Withrow presented a resolution on the teaching of "Sex Hygiene."

The resolution, which was finally passed, read as follows:—

Whereas, the development of ideals of physical fitness is essential to the better conservation of national vigor and must include knowledge of the principal facts of sex; and,

Whereas, extensive inquiries show that young people are not receiving sex information from wholesome sources, but for the most part from companies, and that the results of this information are generally harmful; and,

Whereas, a knowledge of the principal facts of sex and the right ideals is essential to an intelligent understanding of the fight against venereal diseases; and,

Whereas, a background of accurate knowledge and reverent attitude of mind is essential to a normal interpretation of sex problems;

Therefore be it resolved:

(1) That Sex Education should play a very definite and distinct part in the educational system of Ontario.

(2) That during each session of the Normal Schools in Ontario, five lectures should be given on the anatomy, physiology and pedagogy of the human sex organism, the first series to be given during the session of 1919-20.

(3) That these lectures should be given by a physician specially qualified to present the teaching of this subject in a definite, sane, scientific and reverent manner.

It was decided to forward a copy of this resolution to the Education Department through the Ontario Educational Association.

The Secretary read the Constitution as adopted by the Executive Committee and moved its adoption.

The report was as follows:—

1. *Object.* The object of this Section shall be to unite for purposes of consultation and united action all those who are engaged in furthering the interest of public health, particularly as it affects the child and child life.

2. This Section of the Ontario Educational Association shall

be named the Hygiene and Public Health Section, and shall be conducted in accordance with the constitution and by-laws of the General Association.

3. *Membership.* The membership shall include all who are interested in the object of this Section.

4. *Fee.* The fee shall be \$1.00 paid annually at the annual meeting, from which the fee to the General Association and the cost of viséing railway tickets shall be paid. A member of any other department or section of the Ontario Educational Association may become a member of this Section by paying a fee of twenty-five cents to the Section.

5. *Officers.* The officers shall be a president, a vice-president, a secretary-treasurer, an assistant secretary, together with ten representatives, who shall constitute the executive. The duties of the officers shall be those usually assigned to such positions.

6. *Amendments to the Constitution.* This constitution may be amended at any session. See Article 6, Ontario Educational Association Constitution.

It was moved in amendment that the words in clause 2, "of the Elementary Department of," be eliminated. That this clause should read "shall be named the Hygiene and Public Health Section of the Ontario Educational Association."

With this amendment the Constitution was adopted.

The meeting then adjourned.

THURSDAY.

10.00 a.m. Dr. Helen MacMurchy read a paper on "Retardation in School." This paper was greatly appreciated by the large audience and an intensely interesting discussion followed in which a number took part. It was moved and seconded that the paper be published in the annual report of the Ontario Educational Association. Dr. MacMurchy suggested that those wishing to get further information along this line write to His Majesty's Stationery Office, c.o. P. S. King & Sons, Ltd., 2-4 Great Smith St., Victoria St., Westminster, London, and also suggested the following book that could be purchased from the above firm for 2/4, "The Distribution and Relation of Educational Abilities," by Cyril Burt, M.A.

Dr. Alan Brown, of the Hospital for Sick Children, Toronto, gave a splendid paper on "The Influence of the Diet upon the Physical and Mental Development of the Child." This also was followed by a very interesting discussion. It was moved, seconded and carried, that Dr. Brown's paper be published in the annual report.

Those attending the afternoon session greatly appreciated the paper of Dr. Fred. J. Conboy on "Dental Service in Relation to the Health and Progress of the Child." It was the opinion of those present that this paper also be published in the annual report.

The business session was then conducted and the election of officers resulted as follows:—

President Wallace Seccombe, D.D.S., Toronto.

Vice-President O. C. J. Withrow, M.D., M.B., (Toronto); M.R.C.S. (Eng.); L.R.C.P. (London); Secretary Dept. Sex Education, National Council, Y.M.C.A.

Secretary-Treasurer Major F. J. Smith, M.B.E., Secretary Department Physical Education, National Council, Y.M.C.A., 120 Bay St., Toronto.

Associate Secretary Chas. G. Fraser, Toronto.

Convenor of Medical Conference M. B. Whyte, M.D., Toronto.

Associate Convenor W. A. Graham, M.D., Toronto.

Convenor of Dental Conference Fred. J. Conboy, D.D.S., Toronto.

Associate Convenor Chief Dental Officer for Toronto.

Convenor Nurses' Conference Miss Ella J. Jameson, Toronto.

Associate Convenor Miss W. A. MacKay, Port Dalhousie.

Convenor Physical Education

Conference Major W. F. Kirk.

Executive All foregoing officers and Miss G. N. Pipino, Oshawa; Miss Eleanor Stalker, Parry Sound.

It was moved by Dr. Withrow, seconded by Miss Stalker, that the executive have power to add to their number. Carried.

Moved by Dr. Conboy, seconded by Dr. Graham, that Dr. Seccombe be the representative of the Hygiene and Public Health Section on the Board of Directors of the Ontario Educational Association, and that Major F. J. Smith represent the Section on the curriculum committee of the Ontario Educational Association.

THURSDAY EVENING.

Programme arranged by the Hygiene and Public Health Section and held in Convocation Hall:—

Moving Picture Film—"How Life Begins"—by Dr. O. C. J. Withrow, M.B., M.R.C.D., L.R.C.P., Secretary Department Sex Education, National Council, Y.M.C.A. (See page 169.)

"Standard Efficiency Tests"—Taylor Statten, National Boys' Work Secretary, Y.M.C.A. (See page 180.)

These two addresses were very much enjoyed by an interested audience.

F. J. SMITH,
Secretary.

MINUTES OF THE LEAGUE OF THE EMPIRE SECTION.

The League of the Empire Section met on Tuesday and Wednesday afternoons, April 22nd and 23rd.

On Tuesday afternoon, at 3 o'clock, the meeting was held in the Biological Building, when the Rev. Geo. Pidgeon, D.D., gave a most interesting and instructive talk on "The Christ in Art," illustrating it with views he had used while on active service as chaplain to our soldiers.

On Wednesday afternoon the meeting was held in Room 59, University College. The President, Principal Hutton, called the meeting to order at 2.30 p.m.

The Secretary's report was read and adopted. The meeting was then open for the nomination of officers. It was moved and seconded "that the present officers be re-elected for the coming year." Carried.

At 3 p.m. Mrs. Geo. Nasmith gave a most instructive address on "The Function of the Imagination in the Teaching of Literature," making a strong plea to allow the child the utmost freedom in the use of the imagination in the interpretation of literature.

Principal Hutton then addressed the meeting on "Artificial Substitutes for Christianity." Dr. Hutton dealt with substitutes that have at various times secured more or less attention from certain sections of the community, making it quite plain that there is no substitute for Christianity. (See page 351.)

The meeting adjourned at 4.15 p.m.

LIST OF OFFICERS.

<i>President</i>	Principal Hutton, LL.D., University College, Toronto.
<i>Vice-Presidents</i>	Col. G. T. Denison; James L. Hughes, LL.D.
<i>Secretary</i>	Miss F. M. Standish, 643 Euclid Ave., Toronto.
<i>Treasurer</i>	Mr. H. J. Baker.
<i>Secretary for Canada</i>	Mrs. H. S. Strathy.

FLORENCE M. STANDISH,

Hon. Sec.

MINUTES, HOME AND SCHOOL COUNCIL SECTION.

The annual meeting of the Home and School Council Section of the Ontario Educational Association was held on the evening of May 6th, 1919, in the Social Service Building of the University of Toronto.

The meeting was called to order at eight o'clock, Mrs. A. C. Courtice, President, in the chair.

Before presenting her report, Miss Grace Johnston, Recording Secretary, said she had been asked by the members to express their appreciation of the wise, sympathetic and far-seeing leadership of the President.

Miss Johnston reported that the theme chosen for the Monthly Public Meetings of the Council had varied with the different speakers, but Child Welfare was ever the motive.

Dr. Horace L. Brittain, at the opening of the autumn meeting, urged the humanizing of our Social System and a more intimate and sympathetic relationship between the Home and the School.

At the December meeting, the candidates for the Board of Education presented to the Council their views on educational matters.

At the February meeting, Prof. Wallace, of the University of Toronto, and Rev. James Buchanan, President of the Ontario Educational Association, spoke on the Fisher Bill of England and the Educational Bill of Scotland.

The Housing Problem was the theme of the March meeting.

At the April meeting, Mr. Thos. Marshall, Member of the Ontario Legislature, addressed the Council on the Ontario Public School Curriculum.

In December, a committee of the Council waited on the Honourable Dr. Cody, the Minister of Education, and Professor Sandiford presented many reasons why changes should be made in the Truancy Act. The Council is gratified to report that the Minister has taken the necessary steps to bring about the desirable changes concerning school attendance.

At the Easter meeting of the Ontario Educational Association, the Toronto Home and School Council was granted a place with the Public School Section as a Section of the Elementary Department of the O.E.A.

The report was adopted.

The Treasurer, Mrs. Stephenson, reported a balance on hand of \$120.96.

The Corresponding Secretary, Mrs. Henry Ferguson, reported that by October 1st, six hundred of the year books (1918) were ready, and most of these had been given out or mailed to clubs and to individual members throughout the Province. About one hundred letters had been sent out, 8,500 hand-bills, and 610 cards had been delivered; and 57 speakers had been supplied to affiliated clubs.

The President in her annual address urged the members to renewed efforts for a more intelligent democracy.

The reports of twenty-two affiliated clubs were then presented. Most of the clubs hold seven meetings during the year, with an average attendance of sixty.

Rose Avenue School claimed the distinction of having the oldest Home and School Club in Toronto. Twenty years of service for its school and community deserves the applause its report always receives. The gymnasium classes, which for seven years had kept the boys and girls from the streets while it fitted them physically, mentally and morally, for citizenship, had been given over to the City Playgrounds Association. The committee is now working for a supervised playground for the district. Much interest is now being taken by the club in the plans for the new school building, which they contend must serve the needs of the community.

Balmy Beach Home and School Club, only two years old, is making a brave effort to have the school grounds improved. One meeting of the year is given to the scholars. They read their essays and prizes are awarded.

The Dewson Home and School Club holds two meetings a month. Three special meetings were held to discuss the overcrowding of the class-rooms and a new school building. As a result, a deputation waited on the Board of Education and also on the Board of Control. A letter telling of the overcrowding and unhealthy conditions and the urgent need of a new school was placed on the desk of each member of the Board of Control, and finally money was voted for a new annex.

At the May meeting, the children's contribution to the shower for Queen Mary's silver wedding was shown, and a splendid musical programme was given by the children. In October a vegetable and flower show was held. Professor McCready gave an address on Gardening and distributed the prizes to the pupils. The admission fee of 10c. provided \$100 for the school "wool fund." Early in the spring the Club had a lecture on Horticulture by Mr. George Baldwin. The last meeting of the year was a dramatic entertainment and concert to raise club funds and \$136 was realized. The parents and teachers co-operate in all work splendidly, but especially in patriotic work. Three hundred

and fifty pairs of socks have been sent to Belgium, as well as knitted undergarments for children, and six spindles of wool.

The Winchester Home and School Club, although having been organized but one year, has a membership of seventy-nine. At their bazaar, in December, they cleared \$535. The At-Home, in March, which was held for teachers and parents to become better acquainted, was a very successful social event. About four hundred were present. To encourage the making of gardens, the Government films were shown on the afternoon and evening of April 29th, in the Kindergarten room.

The Williamson Road Club, in January, held a meeting of special interest to fathers. Former principals, inspectors, trustees, and aldermen of the ward gave short addresses. The Club advocated and succeeded in getting their Domestic Science and Manual Training rooms equipped, and also in having lights put on Williamson Road bridge. The "Ways and Means" Committee made \$40 by a sale of home-made cooking. The February meeting was a discussion between principal, teachers, and parents, as to how the club could best help the school. It was decided as a beginning, to present each of the twenty-three rooms with a flag. The presentation will be made on Empire Day, on the school campus. In March, Dr. McKay addressed the club on the Importance of a Technical Education. By giving a picture show and a Manufacturers' Luncheon, the club has about \$100 in the treasury.

Queen Alexandra Home and School Club held nine meetings during the year. Able speakers provided by the Home and School Council awakened new interest in nine phases of child welfare. The Club did a lot of patriotic work and is now doing much to help the school to carry out its objective for cleanliness, accuracy, and courtesy.

The Home and School Association of Brown School has a membership of 150, with an average attendance of 70. Classes in Physical Culture, Classical, National and Folk Dancing, under the direction of Miss Stephenson, are much appreciated—300 children taking advantage of these lessons. A Garden Fête is arranged each year where these pupils give the entertainment. The sum of \$342 was realized for the Association last Fête-day. A matinee was given for the children at the close of the school

term and \$149 was netted. With the \$500 Victory Bonds, this club has a financial standing of \$1,000.

Last winter several attempts were made to provide a skating rink for the children in the school yard; but on account of the mild weather it was not the success it was the preceding year. An oratorical contest was arranged for the fourth book pupils and proved of great interest. Books were given as prizes and all contestants were considered worthy of honourable mention.

Through the efforts of this Club the Motor League and the Ontario Safety League have promised to put up warning signs, requesting motorists to drive slowly, not only in front of Brown School, but of all schools of the city. They are still working to obtain lighting for the third floor. A collection of birds has been started for an Art Room in the schools.

Earlscourt Home and School Club has the distinction of having a gymnasium and a dramatic class for the mothers and teachers of the club; and their instructor is very proud of their achievements. Speakers have addressed the club at all meetings during the year.

Palmerston Avenue Home and School Club has to its credit, besides the usual lectures on educational questions, much patriotic work, flu relief work and rummage sales.

Carlton and Earl Grey Clubs have excelled in home missionary work, and *Deer Park Club* is raising money by concerts to buy a piano for the school.

The Kitchener Club is noted for its school gardens. A School Fair is given every autumn, at which prizes are awarded for many varieties of achievements, from children's Home Gardens to the Baby Show.

Mrs. Courtice announced that invitations had gone from the Council to all like organizations throughout the Province for delegates to be present at the annual meeting, and, if thought advisable, to take part in the formation of a Provincial Federation of Home and School Associations. To this the London Mothers' Club had sent Mrs. Carson, and Peterboro had sent Mrs. Medd. Letters were received from others stating their inability to be present, but wishing to unite in the much-needed Provincial Federation.

The President then called on Mrs. Carson to report what had

been accomplished in London. Her address was an inspiration. Mrs. Medd's report of how child welfare work was needed throughout the Province brought, at once, a resolution from the meeting authorizing the officers of the Toronto Home and School Council to take part with the delegates in forming a Provincial Federation. This was accomplished the next day, when a provisional committee was appointed with Prof. McCreedy as chairman and Mrs. Alexander MacGregor as secretary.

The following officers were elected:—

<i>Honorary President</i>	Mrs. James L. Hughes, Toronto.
<i>Honorary Vice-President</i> ...	Dr. Caroline S. Brown, Toronto.
<i>President</i>	Mrs. A. C. Courtice, Toronto.
<i>Vice-Presidents</i>	Mrs. Newton MacTavish, Toronto.
	Mrs. Geo. Payne, Toronto.
	Mrs. M. F. Irwin, Toronto.
	Mrs. J. W. Johnston, Toronto.
	Mrs. Beverley Smith, Toronto.
	Mrs. A. E. Kantel, Toronto.
	Mrs. W. E. Groves, Toronto.
	Prof. Peter Sandiford, Toronto.
	Miss J. Semple, Toronto.
	Miss Robson.
<i>Recording Secretary</i>	Miss Grace Johnston, Toronto.
<i>Corresponding Secretary</i> ...	Mrs. H. Ferguson, 84 Albany Ave., Toronto.
<i>Treasurer</i>	Mrs. G. E. Stephenson, 48 Glenrose Ave., Toronto.
<i>Auditor</i>	Mr. A. N. Payne,

The meeting then adjourned.

GRACE JOHNSTON,

Recording Secretary.

*MINUTES OF THE COLLEGE AND SECONDARY
SCHOOL DEPARTMENT.*

TUESDAY, APRIL 22ND, 1919.

The College and Secondary Department met in the West Hall, Toronto University, with Professor H. T. J. Coleman, Queen's University, in the chair.

The minutes of the session of 1918 were taken as read. The President then briefly addressed the meeting on "A New Place for High Schools in Our Educational System." He claimed that secondary education should be free; that the existing distinction between high and public schools should be abolished; that the high school entrance examination should be discontinued as unnecessary. There should be close articulation of practical and culture subjects. He further pointed out that in England and the United States every university now had its Department or Faculty of Education.

Principal Grant, of Upper Canada College, followed with a paper on "Education for the Working Man." Labour leaders now, he said, aim at a new society. Labour must have leisure in order to become educated. The citizen must be given time and means to learn the duties of citizenship. His education must extend through adolescence and beyond. The speaker then gave an interesting sketch of the rise of the Workmen's Educational Association, its extension to Australia, and its early work in Ontario. At the conclusion of the paper a lively discussion showed how general an interest had been aroused.

Prof. MacIvor, of Toronto University, then read a thoughtful and most instructive paper on "The Economic Foundations of Society." This closed the first day's meeting.

WEDNESDAY, APRIL 23RD, 1919.

The second session of the Department was held in the Lecture Room of the Physics Building on Wednesday afternoon, April 23rd.

Officers for the coming year were elected as follows:—

<i>President</i>	A. P. Gundry, B.A., Galt.
<i>Vice-President</i>	Prof. J. C. Robertson, Victoria University.
<i>Secretary</i>	Chas. L. Barnes, Jarvis Coll. Inst.
<i>Directors</i>	Representatives from the various Sections constitute the Directorate.

DIRECTORS FOR 1919-20.

Modern Language Section....	Prof. F. C. A. Jeanneret, B.A., Toronto.
Natural Science Section	L. H. Graham, M.A., Toronto.
Classical Section	John S. Bennett, B.A., Toronto.
Mathematics and Physics Section	Charles Auld, M.A., Tillsonburg.
English and History Section..	J. A. Carlyle, M.A., Toronto.
Commercial Section	Wm. Ward, B.A., B.Pæd., Toronto.
Continuation School Section..	A. E. Judge, B.A., Odessa.
High School Principals' Section	Geo. H. Reid, M.A., B.Pæd., Toronto.

Before the regular business of the session began, Dean Pakenham read a paper on the career and work of the late Dr. John Seath. Composed as it was by one whose intimate knowledge of Ontario educational development rivals that formerly possessed by Dr. Seath himself, the address was a masterly appreciation of the late Superintendent and his place in the educational history of our Province. (See page 507.)

Dr. Pakenham then moved, seconded by Principal McDougall, of Ottawa, that the sympathy of the Department be extended to the family of Dr. Seath. On motion of Prof. Alexander, the section included the family of the late Dr. Strang. A committee composed of Dean Pakenham, Principal McDougall, Professor Alexander, and the Secretary, was instructed to deal with this matter.

Mr. A. P. Gundry, whose name was on the programme, postponed his address till a future occasion. The President then introduced Dr. P. P. Claxton, Commissioner of Education, Washington, D.C., U.S.A. Dr. Claxton has an impressive and charming personality and speaks with ease and forcefulness. He discussed several problems common to the two countries. Childhood, he pointed out, has two periods—earlier and later. In the early period the imagination runs riot; in the later the child should learn the fundamentals. These periods are followed by that of adolescence, a period of storm, of strife, of chaos. At this time direction and teaching are most urgently needed; but in the United States 73 per cent. of the young get none. Democracy, however, demands education for adolescence, so that each man can rise to his opportunities and responsibilities. He must learn self-control and the exercise of the duties of civic government.

The last item on the programme—last but by no means least—was a scholarly address on “Unconscious Education,” by Principal Taylor, of Queen’s University. (See page 371.)

The session then adjourned for the year.

CHARLES L. BARNES,
Secretary.

RESOLUTION REGARDING THE LATE DR. STRANG.

Resolved, that as a testimony of the respect of the members of the College and High School Section of the Ontario Educational Association for their late colleague, Dr. Hugh Innes Strang, the following minute be entered on the records of the department.

For many years Dr. Strang held a unique position in the Association. His long service as a teacher, his constant attendance at the meeting of this department, the active share which he took in its proceedings, and above all his genial and kindly nature, had combined to bring him into exceptionally friendly relations with an unusually large number of his associates.

Dr. Strang entered the profession in 1864, and for more than half a century he did inestimable service to his native province in the unostentatious activities of a faithful and devoted teacher. First at Owen Sound, and then at Goderich, where he taught for

forty-six years, his quiet influence moulded the intellect and character of his pupils. Nor was he merely a teacher; he took his share in the general activities of the community in which he lived and enjoyed the respect and regard of his fellow-citizens.

In 1907 his long years of successful work received recognition through a great gathering of his former pupils at Goderich to do him honour, and also through the conferring upon him of the degree of Doctor of Laws by his Alma Mater, the University of Toronto.

In the meetings of this Department, his candour, his good sense, his manifest sincerity and honesty of purpose lent weight to all he said, and no speaker was listened to with more sincere respect. His criticisms were outspoken, but free from all taint of personal bitterness; and when, in the later years, he gave the fruits of his long experience in teaching, he charmed his audience by a combination of rare frankness and kindly humour. Dr. Strang was a good man and a good teacher; fortunate is the country where such men can find happiness in carrying on the work of education though not profusely rewarded either by pecuniary returns or by public approbation.

RESOLUTION REGARDING THE LATE DR. SEATH.

Resolved, That as a testimony of the respect of the members of the College and High School Section of the Ontario Educational Association, for the late Dr. John Seath, Superintendent of Education, the following minute be entered on the records of the section.

From the time of his advent to this country in 1861, until the hour of his death, for over fifty-eight years John Seath was the earnest and consistent friend and servant of the educational interests of this Province, in the varied capacities of high school headmaster, of inspector of high schools, and of Superintendent of Education. In whatever position he occupied he displayed the same pre-eminent ability, the same untiring zeal and the same unswerving devotion to the duty which lay before him. When he passed away, it was with the tokens of his unfinished industry about him.

Dr. Seath was a thorough scholar. He was a student of the classics of ancient and modern literature, and his love for his

Latin and Greek was as great as his love for the masterpieces of English. He was an honour graduate in natural sciences and he applied scientific methods to his grappling with educational problems. He carefully collected all the facts in relation to the matter in hand, from whatever source he could procure them, studied them with minutest care, drew his conclusions, and strove, with admirable directness of purpose, to put his conclusions into effect.

As a teacher Dr. Seath stood in the very first rank. He believed in thorough knowledge, and possessed an admirable ambition and energy, which he imparted to his pupils. His outstanding qualities as a teacher were his enthusiasm for genuine hard work, his firmness of discipline, his hatred of insincerity or sham, his patience with his scholars and interest in their advancement.

As Inspector of High Schools he devoted his immense energy to the betterment of the scholars in efficiency of teaching and in improvement of equipment. It was due to his wise counsel that physical culture and art were introduced; the study of the natural sciences fostered by careful regulation in regard to apparatus and buildings; libraries and gymnasiums installed; training provided for teachers; the status of the teacher raised in the community; salaries increased; a new spirit of enterprise and enthusiasm infused into both teachers and scholars; examinations systematized and standardized.

As Superintendent of Education, Dr. Seath directed his energetic zeal to every department of educational activity, from kindergarten to university. His knowledge of detail was a constant source of admiring wonder to those about him. His grasp of the ever varying needs of the Province, rural and urban, evidenced itself in his policy in regard to continuation schools, the extension of technical education, the establishment of agricultural courses in the rural schools, and in the wise administration of every branch of learning. Not everyone agreed with his views, but all were impressed by his honesty of purpose and loyalty to the interests of the Province. The progress of education in Ontario in the last thirty years, is, in great measure, the result of the thinking and planning of Dr. Seath, loyally supported by the Government which had so wisely placed him at the head of educational affairs. His task was great; he did it well.

MINUTES OF THE MODERN LANGUAGE SECTION.

The Modern Language Section met on Tuesday, April 22nd, in Room 11, at 10.15 a.m., with the President, Miss A. Willson, in the chair.

The minutes of the session of 1918, printed in the report of the proceedings, were taken as read, and approved.

The President chose as the subject for her address "Standards in Language Teaching." (See page 383.)

A paper was then read by Professor Squair on "French in the Educational System of Ontario." At the conclusion of his paper Professor Squair distributed copies and discussed the merits and policies of the Quebec periodicals. He also gave a list of names of French-Canadians in the Province of Quebec with whom teachers of French might spend a few weeks of their holidays with profit.

Many questions were asked, and a general discussion of points raised by the two papers followed. It was decided that both addresses should be printed in the proceedings. (See page 389.)

Professor Cameron referred to the death of Professor Ledoux and moved that the following resolution be placed in the records of the Section:—

"The members of this Association desire to pay a tribute of respect to the memory of the late Professor Auguste Ledoux, whose addresses on the history and sufferings of his own country, at two of our annual meetings, added so much to the interest of our proceedings. We cannot refrain from expressing our admiration for the patience and courage with which, in spite of his long absence from home and his delicate health, he carried on his work in the exploration of the natural resources of Canada, and our profound regret that he did not live to see the liberation of Belgium from the tyranny of foreign domination. We extend our great sympathy to Madame Ledoux, who still remains amongst us."

The motion was seconded by Mr. Hogarth, and carried.

The nominating committee was appointed by the President, consisting of Messrs. Cameron, Ferguson, Hogarth, Lang, and Miss A. E. Marty.

Messrs. Ferguson and McKellar were appointed auditors.

WEDNESDAY, APRIL 22ND.

The Section reassembled in Room 11 at 10 a.m., with the President in the chair.

President Squair called the attention of the Section to the inaccurate and misleading reports of his address that had appeared in the newspapers. It was moved by Mr. Hogarth, seconded by Professor Cameron, that the Secretary write to the editors of the papers and ask that corrections be made. Carried.

The report of the nominating committee was presented, and on motion of Prof. Cameron, seconded by Mr. Hogarth, it was adopted. The following officers were elected:—

<i>Hon. President</i>	Prof. J. Squair, B.A.
<i>President</i>	Prof. M. A. Buchanan, Ph.D.
<i>Vice-President</i>	H. W. Irwin, B.A.
<i>Secretary-Treasurer</i>	F. C. A. Jeanneret, B.A., University of Toronto.
<i>Councillors</i>	F. H. Clark, B.A., Miss C. C. Grant, B.A., Miss C. E. Hewitt, B.A., Miss J. S. Hillock, B.A., Miss S. E. Marty, M.A., Prof. G. H. Needler, Ph.D.

Professor Marcel Morand then gave a very interesting address on "L'Enseignement des langues vivantes en France."

Rev. N. Cacciapuoti read a paper on "Reasons for the Study of the Italian Language and Literature." A discussion followed, led by Prof. Shaw.

It was moved by Mr. E. S. Hogarth, seconded by Miss A. E. Marty, that the following resolution be sent to the Matriculation Board: "That the first extract of 'Legenden' assigned for Faculty Entrance and Honour Matriculation examinations in German, be eliminated on account of the contents, and that in future a more rational selection of German texts be made, a selection which will give some more practical views of modern people and life." Carried.

THURSDAY, APRIL 24TH.

The Section met in Room 8 at 10.15 a.m.

The auditors reported that the Treasurer's books were correct, the balance on hand being \$244.60.

Mr. W. H. Williams and Prof. B. Fairley then gave a synopsis of, and introduced the discussion on the "Report on the Position of Modern Languages in the Educational System of Great Britain," and made the following recommendations:—

(1) That in the interest of Modern Language study it is urgent that the "Junior High School" be established as early as possible.

(2) That pupils in the "Junior High School" be allowed to take one modern language only.

(3) That a second modern language be begun, upon entering the "Senior High School," only by such pupils as have shown aptitude for the study of modern languages.

(4) That the period of modern language study in the "Senior High School" prior to Junior Matriculation be four years.

Animated discussion ensued, after which the following resolution was moved by Miss A. E. Marty, seconded by Mr. E. S. Hogarth, and carried: "That in view of the present unsatisfactory conditions of the teaching of Modern Languages in this Province, the Hon. the Minister of Education be requested to appoint a commission to investigate these conditions, with the object of making it more practical and more thorough."

The last item was a paper by Prof. M. A. Buchanan on "Spanish in Our Universities and Schools," after which he gave a list of Spanish periodicals and books that would prove valuable to teachers.

It was moved by Prof. Will, seconded by Prof. Fairley, that the paper of Prof. Buchanan be printed. (See page 397.)

The Section then adjourned for the year.

F. C. A. JEANNERET,

Secretary-Treasurer.

MINUTES OF NATURAL SCIENCE SECTION.

BIOLOGICAL BUILDING, APRIL 22ND, 1919.

The Natural Science Section met in session in the lecture room on the above date, the President, Arthur Smith, in the chair.

The first on the programme was the address by the President on "Science Teaching Abroad." Reference was made to the death of science men who had been prominent in the work of the Association, and also to others who had changed to other lines of educational work. The paper dealt chiefly with science teaching in the United States, and the recent changes in Great Britain. and reference was made to the long struggle between the scientists and the humanists which terminated in the present prominent position of science in the curriculums of all countries.

Mr. A. D. Hone, of Peterborough, introduced the question of research, and advocated the organization of science teachers for this purpose. Mr. Hone had been in communication with the Research Council at Ottawa. An animated discussion followed which resulted in a motion by A. D. Hone and W. H. Martin, which decided that the Association heartily endorses the plan of organizing the science masters for research work in co-operation with the Research Council, and that a committee be appointed to formulate a scheme with this end in view and report at the next session. The committee consisted of W. A. Jennings, W. J. Saunders, A. D. Hone, A. Smith and V. R. Henry.

A discussion followed on Upper School Botany and the science curriculum generally. Prof. Faull stated that utility was the keynote of teaching botany and recommended a committee to standardize the whole subject. Mr. G. A. Cornish favoured the culture idea. Prof. Smith thought the curriculum should be better defined. Mr. J. B. Turner considered it better not to change until something better was presented. Mr. A. B. Gundry objected to definite examination questions being given on the fifteen orders of Phanerogams. Further discussion led to the following motion by Mr. Henry and Mr. Cornish, by which it was decided that a committee be appointed to present the views of this Section to the Department of Education, urging the appointment

of a committee representing the Universities, Agricultural Colleges, High Schools, and Elementary Schools for the purpose of making a thorough survey of the subject of science curricula in Ontario.

Prof. C. A. Chant followed with his address on "The Total Eclipse of the Sun, June 8th, 1918," giving an interesting description of his preparations, and instruments, and of his arrival at the path of totality near Denver, Colorado, where representatives of several universities were assembled. The lecturer showed some excellent views taken by him, during totality, in which the remarkable sheaf-like radiations of the sun's corona were plainly visible extending over a million miles into space. The lecture closed with views of some of the more remarkable nebulae.

The Wednesday morning session opened with an excellent paper by Mr. L. E. Westman, editor of the *Canadian Chemical Journal*, on the "Fixation of Nitrogen," which emphasized the importance of the nitrogen fixation industries to the growth of the country. This growth has increased in recent years, and much equipment and stock remains on hand from the war, which can be used in increasing the necessary fertilizers for vegetable life. Mr. Westman explained the necessity for solving the problems connected with the utilization of air nitrogen, and outlined the methods of the Allies and of Germany during the war. He estimated that the war was prolonged nearly two years by the fact that the German engineers overcame all the local difficulties in connection with the development of synthetic ammonia.

Prof. A. G. Huntsman gave an able and comprehensive paper on "Our Heritage of Lake and River." Over 80,000 square miles of our Province are occupied by these lakes and rivers, ranging from the almost tropical conditions of Lake Erie to the Arctic conditions of the far north. The animal and plant life of our waters was also similarly varied and extraordinary. Prof. Huntsman estimated that 50,000,000 pounds of fish are marketed annually, and much more might be obtained from the untouched waters, by careful fishing of the older lakes, and by stocking ponds now unproductive. Important work can be done by the scientists in Ontario schools by adding to the meagre information now available regarding fresh water. The address was excellently illustrated. (See page 412.)

Inspector J. A. Houston gave a highly instructive address on the "Observations of a Visitor," stating some of his conclusions regarding science teaching throughout the Province. He referred to the deadening effect of science without material, and emphasized the importance of a right beginning in the First Forms, the necessity of making the work thoroughly practical, and the wisdom of taking advantage of a child's natural curiosity and desire to know the "why" of things around him. Mr. Houston gave illustrations of good methods which he had observed in his visits, and explained how defects may be remedied. The teacher's work should be carefully planned so as to conserve energy by harmonizing time and topic, and showed the need of correlating the work of the different years in order to secure the best results.

At this session important recommendations were presented by the committee appointed at yesterday's session on "Research Work." The following were moved and unanimously adopted:—

The Science Masters of the Province of Ontario, assembled at the Ontario Educational Association, recommend:—

1. That upon the establishment of a Research Institute, the Honorary Advisory Council of the Director of that Institute make some provision for the carrying on of Research Work by the Science Masters of the Dominion in co-operation with the workers there.

That until that time, the Research Council, recognizing that the training of the Science Masters has, in many instances, been in no wise different from that of those at present engaged in this work, give every encouragement to those who may wish to engage in Research.

That, with this end in view, a list of problems awaiting solution be submitted to the Executive of the Science Section of the O.E.A., to be in turn submitted to the Science Masters of the Province.

That, if a Science Master select a subject from this list, or elsewhere, and express a desire to investigate it, the Research Council, if it approves of his qualifications and arrangements for so doing, shall bear the expense of such investigation as an assisted research.

That the arrangements, such as provision for obtaining

literature and advice, be left to the teacher, subject to the approval of the Research Council; but that said Council be prepared to give advice on these particulars.

That the Science Masters endeavour to aid the industries in their own locality by finding out and endeavouring to solve, in co-operation with the Research Council, any problems awaiting solution.

2. That the Universities give every encouragement to Science Masters who may wish to engage in Research Work.

That with this end in view, the professors of the various Science Departments be invited to submit to the Executive of this Section, a list of problems for research with which they may come in contact from time to time.

That, upon a Science Master, with suitable qualifications, expressing a desire to undertake an investigation, the professor shall direct it, and any expense involved shall be borne by the University.

That the Universities give greater opportunity for the obtaining of post-graduate degrees in Science by extra-mural and summer-school work. That they place their libraries at the disposal of those teachers carrying on Research Work, and that those engaged may feel free to consult the professors concerning such work.

3. That recognizing the value of Research Work to our country, and the inspiration to both teachers and taught, the Department of Education give every encouragement to the Science Masters of the Province to engage in Research Work in their own laboratories.

That, with this end in view, the Department make it known to the School Boards that it is its wish that the right of the teacher to use the laboratory and apparatus for Research Work be fully recognized.

L. H. GRAHAM,

Secretary.

MINUTES OF THE CLASSICAL SECTION.

The Classical Section met in Room 13, University College, at 10 a.m. on Wednesday, April 23rd. The minutes of the last meeting were read and approved. The President, Mr. D. A. Glassey, reported for the committee *re* a new Latin reader. The recommendations of the committee were, 1st, that the poetry book consist of extracts from various authors, shorter and easier to read than the selections from Virgil at present prescribed, the prescription to alternate in successive years: 2nd, that the prose book consist of a reduced and simplified version of Caesar. Books 1 to 5, graded in difficulty, part to be read every year, but the selections from Books 4 and 5 to alternate.

After some discussion it was moved by Prof. Robertson, seconded by Mr. P. F. Munro, that the proposals be referred back to the committee to be put into final shape and that they be sent to every teacher of classics in the Province before the next meeting for criticism and suggestions. The motion was carried.

Mr. John Henderson, M.A., then gave a paper on "Verse Translation from the Odes of Horace," which included a number of graceful, original versions. (See page 420.)

Major Grant, of Upper Canada College, in a paper on "The Teaching of the Classics through Translations," made a plea for a course of study to consist of extensive readings in Greek and Latin authors in the best translations, to be optional in the intermediate and upper grades of secondary schools, with the present prescribed work in Latin and Greek.

At the meeting on Thursday morning, April 24th, the election of officers took place and resulted as follows:—

Honorary President Lyman C. Smith, Cornwall.

President Prof. G. Oswald Smith, University of Toronto.

Vice-President P. J. Robinson, St. Andrew's College, Toronto.

Secretary-Treasurer John S. Bennett, Humberside Collegiate Institute, Toronto.

Councillors.....H. W. Bryan, J. H. Mills, Prof.
W. S. Fox, D. Breslove, W. R.
McCamus, W. J. Salter, Miss
Daintry Martin, Prof. N. W.
DeWitt.

The Section then heard a very interesting paper by Prof. J. T. Muckle, of St. Michael's College, on "Latin as a Living Language in the Roman Catholic Church."

A lecture by Prof. Carruthers on "Herculaneum," illustrated by numerous slides of the bronzes and marbles there discovered, concluded the session.

JOHN S. BENNETT,
Secretary-Treasurer.

THE MATHEMATICAL AND PHYSICAL SECTION.

The 1919 annual session of the Mathematical and Physical Section opened at 9.30 a.m., Tuesday, April 22nd, the President, G. W. Rudlen, M.A. in the chair.

Following the registration of members, the minutes of the previous meeting and the Treasurer's report were read and adopted.

The President's address on "Some Aspects of Reconstruction" criticized the overloading which at the present time characterizes the High School courses of study, and described in considerable detail the courses employed in the High School at Sault Ste. Marie, Michigan. No student there takes, in one year, more than five subjects; lesson periods are eighty-five minutes in length, of which forty minutes are devoted to teaching and the remainder to supervised study. Teachers teach at most five lessons per day, and the results appear to justify the system.

The ensuing discussion voiced the appreciation of the members, and their desire to improve the courses and methods of instruction in Mathematics.

Mr. W. H. Rogers, M.A., spoke next on "A Brief for the Cultural Value of Arithmetic." He expressed the opinion that

the utilitarian idea, with its method of "Any-Road-to-the-Answer," robbed the subject of its chief worth, namely, the development of power to reason clearly and to express the argument in effective language.

The members present manifested their approval of Mr. Rogers' contentions by hearty applause and by the animated discussion which followed.

The third item on the morning's programme was an interesting lecture by Prof. C. A. Chant, of Toronto University, on the "Total Solar Eclipse of 1918."

Dr. Chant described in detail the difficulties which had to be overcome in reaching the point from which the observation of the event could be made, the preparations necessary to make full use of the limited time at the disposal of the observers, and the anxiety they experienced lest at the very time of the eclipse the clouds should obscure the sky. In spite of all these discouragements, however, they were rewarded by a most satisfactory observation of the phenomena. The story of the eclipse was supplemented by the exhibition of a very interesting series of views of celestial bodies, chiefly the Spiral Nebulæ.

WEDNESDAY, APRIL 23RD.

The session opened at 9.00 a.m., the President in the chair, and the Section proceeded to elect the officers for the ensuing year, with the following results:—

Hon. President.....Prof. A. T. DeLury, M.A.
President.....W. L. Sprung, M.A., Stratford.
Vice-President.....C. L. Brown, M.A., Sarnia.
Secretary-Treasurer.....Charles Auld, B.A., Tillsonburg.
Councillors—R. N. Merritt, B.A.; T. Kennedy, M.A.; J. F. Ross, B.A.; W. E. Rand, B.A.; W. H. Rogers, M.A.; S. T. H. Graham, B.A.

On motion of Messrs. Sprung and Martin, it was resolved and carried that the sum of \$20 be paid to the Secretary, as an honorarium for the work in 1918, and that a salary of \$20 per annum be paid for the year 1919 and subsequent years.

The committee appointed at the 1918 meeting to report on the preparation of a pamphlet setting forth the advantages of the study of advanced mathematics and the opportunities for the Honour Mathematical graduates from the Universities, reported that on account of the unusual conditions of the past year they had been unable to proceed very far with the proposal. After some discussion it was finally moved and carried that (i) the committee continue its work and report at the next annual meeting; (ii) that the name of Prof. DeLury be added and power to add any others be given to the committee; (iii) that the committee be empowered to draft a pamphlet setting forth the matters above mentioned, have copies of the same prepared and forwarded to the mathematical teachers of the Province and report on the cost and means of having the same prepared in large numbers and placed in the hands of the pupils in the schools.

The first paper on the programme for the morning was given by Mr. C. L. Brown, M.A., "Suggested Improvements in Our Secondary School Mathematics." Among other proposals Mr. Brown advocated making the courses more practical, particularly in the case of Geometry. Mr. Brown's talk had the merit of provoking a vigorous debate on the respective good and bad features of the present courses.

Mr. S. T. H. Graham followed with a most carefully prepared paper on the subject of "Experimental Error and Mathematical Calculation." Mr. Graham's paper was ordered to be printed in the proceedings of the O.E.A. (See page 427.)

The adjournment of the Section for the session of 1919 was then moved and carried.

CHARLES AULD,

Secretary.

MINUTES OF ENGLISH AND HISTORY SECTION.

TUESDAY, APRIL 22ND, 1919.

The thirteenth annual meeting of the English and History Section of the O.E.A. met in Room 57, University College, at 9.30 a.m.

The President, J. F. VanEvery, was in the chair.

The minutes of the last annual meeting and the Treasurer's report were read and adopted.

The Nominating Committee, consisting of Miss Burris, Miss Ketcheson, Professor Alexander, W. E. Hanna and G. M. Jones, was named by the President.

The President then gave a thoughtful and timely address on "The Effect of the War on the Teaching of History." He pointed out how the war, in drawing our attention to the interdependence of nations, had prepared the way for a wider view of history. The idea of world citizenship should be stressed. Pupils should be constantly reminded of our victories and national sacrifices and of the motives prompting British participation in the struggle. Teachers of history should not stand aside from the problems of present-day industrial and social unrest. The speaker strongly advocated the study of elementary economics in secondary schools. (See page 436.)

In the absence of the author, Professor Kennedy's paper on "Political Biography in Canada" was read by Mr. Hodder Williams. The writer pointed out that of the many biographies of Canadian political leaders few were satisfactory. Some were ponderously dull; some merely laudatory; most, uncritical. He praised Principal Grant's portrait of Joseph Howe and Sir John Willison's Life of Sir Wilfrid Laurier.

O. N. Sanderson spoke on "The Teaching of Civics." He urged that more stress should be laid on this subject, especially in those cities where there is a large foreign element ignorantly hostile to all government.

Miss R. J. McQueen, of Stratford, in her paper on "The High School Course in English," advised a greater correlation between Literature and History. (See page 444.)

The meeting then adjourned.

WEDNESDAY, APRIL 23RD.

The second session opened at 9.45 a.m., with the President in the chair.

The following report of the Nominating Committee was carried:—

<i>President</i>	George Malcolm.
<i>Vice-President</i>	Miss R. J. McQueen.
<i>Director</i>	L. J. Pettit.
<i>Secretary-Treasurer</i>	J. A. Carlyle.
	Harbord Coll. Inst., Toronto.
<i>Councillors</i>	Miss Kate Stewart, W. E. Hanna, Prof. Alexander, W. J. Feasby.

Professor Macdonald, of Queen's, read a most interesting paper on "The Poetry of Thomas Hardy," pointing out its sombre realism, its precise diction, its vividness, and illustrating these criticisms by many quotations from his lyrics.

He was followed by Professor Sissons, who discussed "The Housing Policy in Ontario," taking up in some detail the recent Ontario Housing Act. He advocated compulsory demolition of dilapidated houses, town planning on an extensive scale, and co-operative building.

G. M. Jones submitted the report of the committee appointed in 1918 to consider the question of improving the scope and methods of teaching history. This report advocated that for the British and Canadian History now studied in the Lower School there be substituted an outline course in Ancient, Medieval, and Modern History; that more attention be paid to civics and to the use of lantern slides, source books, etc.

Moved by G. M. Jones, seconded by Jas. Keillor, that this report be adopted. Carried.

Dr. Hardy spoke on a survey of the teaching of History in Toronto being made under the auspices of the Toronto Teachers' Council.

An interesting discussion followed, in which Professor Alexander, L. J. Pettit, Geo. Malcolm, Miss Ketcheson, Dr. Wallace, and Professor Sissons took part.

To facilitate co-operation between Public Libraries and High Schools, it was moved by G. M. Jones, seconded by Geo. Malcolm, that the following committees be appointed, with power to add to their numbers:—

(a) Miss Stewart, Miss McQueen, Dr. Hardy, G. M. Jones, to draw up a list of books suitable for supplementary reading.

(b) J. A. Carlyle, H. W. Brown and Jas. Keillor, to draw up a list of subjects suitable for composition.

The President appointed the following committee to suggest to the Matriculation Studies' Board the opinion of the Section concerning the curriculum in English literature for High Schools: Miss Stewart, Miss F. Robinson, G. M. Jones, J. A. Carlyle and J. F. VanEvery.

The meeting then adjourned.

J. A. CARLYLE,

Secretary.

MINUTES OF THE COMMERCIAL SECTION.

The Commercial Section met in Room 19 of the Main Building, University of Toronto, on Tuesday, April 22nd, at 9 o'clock.

The President, E. C. Srigley, Windsor, occupied the chair.

The session was formally opened by the President and members joining in the repetition of the Lord's Prayer.

The minutes of the last annual meeting were then read and approved.

The following committees were then appointed:—

<i>Nominating Committee</i>	W. Baird. Miss M. Doherty. Miss S. Blyth.
<i>Auditing Committee</i>	Miss G. M. Watterworth. T. N. Stockdale. J. A. Ramsay.
<i>Revising Committee</i>	Miss A. C. Found. Miss L. E. Wickett.

It was moved by R. H. Eldon, seconded by S. C. Webster, and resolved, That whereas the Department of Education has already established a special Commercial Course for High Schools; and

Whereas there is at the present time no connection between this department of High School work and the Universities; and

Whereas at this reconstruction period in the world's history it seems desirable that such a connection should be made; and

Whereas at least one-half of the time on the time-table of Commercial High Schools and Commercial Departments in High Schools is taken up with the more purely commercial subjects such as Bookkeeping, Shorthand, Typewriting, Penmanship, etc., and the other half of the time taken with subjects treated in a different way from that of the other High Schools;

Therefore, the Commercial Section of the Ontario Education Association respectfully request the Universities to arrange that a special Commercial Matriculation Examination be established as an entrance to a special University Commercial Course.

It was also resolved that a copy of the above resolution be sent to the Matriculation Committee then in session.

The President followed with his address, choosing as a subject "The Other Pupil." In a very entertaining manner he cited many instances in connection with his experience as a commercial teacher, where the seemingly dull pupil at school had achieved notable success in after life. Our course and examinations do not always measure the capacity of a boy or girl.

Mr. A. F. Hare, of the High School of Commerce and Finance, Toronto, gave a very practical paper on the teaching of penmanship. He outlined the work as he would take it up with a class of beginners, describing the details of his course through the first weeks of school. Two books which he had found helpful were "Rhythmical Penmanship," by Laura M. Spencer, and "Penmanship—The Kirby Method." A spirited discussion followed.

Owing to the fact that the forenoon was well advanced it was decided to hold Mr. C. E. Jamieson's paper over until the next morning.

The session closed with a practical demonstration in typewriting by Miss Margaret B. Owen, New York, who for two years was the champion typist of the world.

WEDNESDAY, APRIL 23RD.

The meeting opened at 9.30 with the President, Mr. E. C. Strigley, in the chair. A letter was read from the Ontario Branch of the League of Empire, inviting contributions towards a war memorial to teachers who had fallen in action. This the President earnestly recommended to the consideration of the section.

A discussion on "Spelling for Commercial Classes" followed, led by Miss Mildred Belton, of Windsor, who, stated that the chief difficulties in spelling arise from incorrect or faulty pronunciation. She teaches her pupils to look carefully at the word while they are pronouncing it and has them divide it into syllables and look up its meaning as a preparation before the lesson is commenced. A book recommended by Miss Belton was "Marshall's Business Speller," published by the Goodyear, Marshall Publishing Co., Cedar Rapids, Iowa. Others taking part in the discussion were Miss Irving, Miss Blyth, Mr. Baird and Mr. Srigley.

Prof. W. E. Macpherson, B.A., LL.B., Faculty of Education, Queen's University, read a paper on Commercial Geography and dealt with both subject matter and method. To create an abiding interest in the peoples of the earth, their habits, occupations, etc., the speaker advocated the use of government publications, railway time tables, magazines, lantern slides and similar material, which the progressive teacher will find of the greatest service. An interesting discussion ensued and it was decided to publish Prof. Macpherson's paper. (See page 460.)

Mr. C. E. Jamieson, B.A., LL.B., Peterborough, then gave a paper on Methods in Shorthand. The speaker compared the previous texts with the new "Rapid Course," and pointed out the advantages of the latter. He advocated the transcription of matter in the reporting style in skeleton form first, the same afterward being re-written in full. Emphasis was placed on the reading of well-written shorthand and the cultural value of the subject was discussed. (See page 451.)

Mr. A. F. Sprott, Toronto, spoke on "Bookkeeping" from the business man's standpoint. He stated that bookkeeping should be taught according to duties, so that the undergraduate, the student who did not have an opportunity of completing the course, would get an intelligent idea of the duties of the order clerk, the invoice clerk, etc. Thus, if the student left before graduating, he would be able to take hold of the first work handed him in the office. Some students leave before finishing their courses, and under the present system the methods were blamed for not turning out efficient workers, for those seeking positions do not tell their employers that their courses have not been completed. The discussion which followed showed how thoroughly the commercial teachers present were in accord with the views expressed by Mr.

Sprott. It was decided to have the above paper published in the proceedings of the O.E.A.

Miss Margaret B. Owen then gave another of her demonstrations on the Underwood typewriter, which was witnessed by a large number of visitors. While operating her machine at a speed of 156 words a minute, without error, Miss Owen carried on, at the same time, an animated conversation with those around her. On motion of Messrs. Baird and Ramsay, a hearty vote of thanks was tendered to Miss Owen. She was also invited to make a tour of Ontario and visit the commercial departments of the various High Schools and Collegiate Institutes of the Province.

The report of the Nomination Committee was then received and adopted, the following being the officers elect for the next year:

<i>President</i>	W. M. Shurtleff, B.A., Kingston.
<i>Vice-President</i>	Miss M. Doherty, Windsor.
<i>Secretary-Treasurer</i>	J. A. Ramsay, B.A., 123 Concord Ave., Toronto, Ont.
<i>Councillors</i>	Miss Mildred Belton, Windsor.
	Miss G. M. Watterworth, Orillia.
	Miss L. Wickett, Newmarket.
	C. E. Jamieson, Peterborough.
	T. N. Stockdale, Toronto.
	T. W. Oates, London.
<i>Representative to College and H. S. Department and to the Board of Directors</i>	Wm. Ward, B.A., B.Pæd., Toronto.

The meeting then adjourned.

W. M. SHURTLEFF,
Secretary-Treasurer.

MINUTES OF CONTINUATION SCHOOL SECTION.

APRIL, 1919.

The Continuation School Section met in room 8, on Tuesday afternoon, at 2 p.m., the President, Howard E. Thompson, in the chair. Mr. Thompson addressed the meeting. He pointed out the work of the Section and what should be its aims: To discuss problems peculiar to Continuation Schools, and leave the treatment of special subjects to be dealt with by the various special sections.

After this the meeting of the Section was thrown open to discuss the various problems submitted by the President and others, namely: (1) Qualifications of Continuation School Teachers; (2) Apportionment of grants of money from the Government; (3) Recreation and Physical Training with inadequate facilities.

It was moved by Mr. Smith, seconded by Mr. Cameron, that a committee to wait on the Minister be composed of the following members: H. E. Thompson, G. A. Clark, Miss P. M. Austin, Miss Young, A. E. Judge and J. M. Smith. The committee was instructed to submit the following for the consideration of the Minister:

(1) The raising of the maximum upon which grants on teachers' salaries are paid, from \$1,000 to \$1,500, and that if need be, the rate be lowered. This would not involve an increase in expenditure.

(2) A grant on Physical Training Equipment and work done therein by the teacher.

(3) The recent regulation debarring teachers with a first-class certificate from certain schools. Motion carried.

The following officers were elected for the ensuing year:

Hon. President Mr. J. P. Hoag, I.C.S.

President H. E. Thompson.

Secretary A. E. Judge, Odessa.

Committee Mr. G. A. Clarke, Miss Swallow,
Miss McNamara.

The meeting then adjourned.

A. E. JUDGE.

Secretary.

*MINUTES OF THE HIGH SCHOOL PRINCIPALS'
SECTION.*

The Annual Meeting of the High School Principals' Section of the O.E.A. was held in room 33 of Toronto University, at 9.45 a.m., Wednesday, April 23rd, 1919.

Mr. Geo. Rogers, B.A., High School Inspector, Toronto, occupied the chair.

The following members paid the membership fee of 25 cents:

W. R. Bocking, St. Mary's.	A. J. Husband, Brockville.
Hugh W. Bryan, Renfrew.	H. W. Kerfoot, Picton.
C. J. Burns, Smith's Falls.	Thos. A. Kirkeconnell, Lindsay.
A. Caldwell, Cornwall.	W. D. Lowe, Windsor (Acting Principal).
A. E. Coombs, St. Catharines.	C. A. Mayberry, Stratford.
Alex. B. Cooper, Waterdown.	A. H. McDougall, Ottawa.
S. J. Courtice, Leamington	F. McNabb, Gravenhurst.
J. P. Cowles, Dunnville.	A. McVicar, Grimsby.
John H. Davidson, Newmarket.	R. N. Merritt, Owen Sound.
J. D. Dickson, Niagara Falls.	G. H. Reed, Toronto.
C. F. Ewers, Aurora.	Geo. F. Rogers, Toronto.
W. J. Fenton, Brampton.	W. J. Salter, Woodstock.
Ulysses J. Flack, Pembroke.	W. H. Tuke, Dundas.
F. P. Gavin, Windsor.	Robert Whyte, Trenton.
A. P. Gundry, Galt.	E. E. Wood, Fort William.
R. A. Gray, Toronto.	W. B. Wyndham, Oakville.
W. H. Houser, Wingham.	

On motion of Mr. Gundry, seconded by Mr. Kerfoot, the minutes of the previous meeting were taken as read.

Inspector Rogers, in a humorous address, thanked the Section for having appointed him President.

The first subject on the programme: "Should High School Courses be Rearranged to Meet Changed Conditions?" was introduced by Albert E. Coombs, M.A., B.Paed., St. Catharines. Owing to the fact that Faculty Entrance Certificates no longer permit the holders to teach in High Schools some change in the course seemed necessary. He thought that the Matriculation and Normal Entrance ought to be three-year courses, as in many schools they are, but that Faculty Entrance Certificate should be equiva-

lent to Entrance into the second year of the university. This latter suggestion would tend to encourage senior leaving students to go on to a university degree. He felt the English Literature of the Matriculation Course was too great, especially the amount of memorization assigned, and the new Ancient History was altogether too wordy. He advised the making of French compulsory and the other modern languages optional. He could see no valid reason why the Normal Entrance and the Junior Matriculation Courses should not be the same.

Mr. Luke continued the discussion:—

He held that three years was not sufficient for the present Matriculation course. It is true that many pass Matriculation in three years, but others fail and become discouraged, as also do the larger number who never even write because they have not been able to cover the work properly. Those who do pass in three years would be better prepared for further work either in or out of school if they had taken four years. Upper schools are dwindling on account of the difficulty of completing the Middle School course. Upper School attendance should be encouraged, as the students give tone to the school, and are better prepared for University, and especially for the benefit of those who can never go to University. But students object to taking two years more after a four-year Matriculation course. The Middle School course should be divided into two independent parts, either of which could be taken first. Then the Upper School course could be taken in one year, corresponding to the first year General course in the Universities. It should not be necessary to spend two years of ten months in High School to be allowed one year of seven months at the University. To permit of this rearrangement, Upper School Biology could be put in Middle School, making it continuous with Lower School course, and Mineralogy dropped, as it is inadequate as a subject. Students would have only six or seven subjects each year in Middle School instead of eleven or twelve. This would permit much more thorough work.

Mr. Robert N. Merritt, B.A., Owen Sound, in speaking on the same topic, held that the programme of studies should be such as to be related to the life of to-day, rather than to the life of an earlier generation.

Generally throughout the Province the Upper School classes are too small in the interests of economy. Omitting Toronto,

Hamilton, Ottawa and London, the average number of students taking Part I is 7.1, and Part II, 6.1.

The employment of our highest-salaried specialists in classes of six and seven in number, to the neglect of the larger number in the Lower School, is wasteful.

As to the cost of tuition of High School students, the average cost of the whole school is \$68 per pupil per annum, while that of the Upper School he estimated to be from \$140 to \$150 per pupil.

The causes of the present low attendance in the Upper School, he thought to be due to candidate's unwillingness to spend another two years in Upper School after spending four years in Lower and Middle Schools, either because of his age or his financial condition. If the course were to be made one of a single year instead of one of two, the difficulty would be largely settled.

Besides these considerations, some subjects are no longer attractive. Latin should not be obligatory for teachers' certificates as at present, but optional.

There is a lessening regard for the value of this subject. This is seen in the United States, where some of the leading universities, such as Yale, have abandoned Latin as a College Entrance requirement. There is evidence of this feeling in regard to the lessening value of Latin even at Oxford, where a large number of students have taken the courses of Practical Sciences and Moderns and ignored the Classics to a great extent.

Another unsatisfactory feature of the School Course is that of Synthetic Geometry and Physics. These are, as a rule, generally distasteful to girls.

As to languages, more attention ought to be given to French and French Literature, but a candidate ought not to be compelled to take German as well as French.

He would, therefore, strongly advocate the reforming of the Course so as to make it a five-year one, with one year for the Upper School.

After the reading of the papers, a discussion took place. At the close, Mr. Merritt moved a resolution, seconded by Mr. Tuke, that the Upper School be cut to one year.

Mr. Dixon thought that the present course was too difficult for one year and that it ought to be greatly modified.

Finally on motion of Mr. Gundry, seconded by Mr. Coombs,

a resolution was carried almost unanimously that the Principals' Section favours a five years' High School Course, and a copy of the same should be forwarded to the Minister of Education.

At this juncture a vote of congratulation was tendered to Messrs. Rogers and Gavin on their promotion to the position of Inspectors, the mover being Mr. Fenton, and the seconder, Mr. Salter.

The Inspectors gracefully thanked the Section for their good wishes.

Mr. W. J. Salter then took up the topic of "The Wastage from the Primer of the Public Schools to the Matriculation Class."

There is first a great wastage in the Public Schools in the Primer and at the end of the Third Book. The former could largely be remedied by greater medical supervision and the latter by introducing vocational work. Too much time was being spent on spelling and arithmetic.

Only four per cent. of Public School pupils enter a High School and of this number seventy-five per cent. leave by the end of the second year, and only ten per cent. obtain their Junior Matriculation Certificate.

In smaller communities the High School is unpopular. The working man is opposed to it. One of the first things to defeat the High School is the Lower School Examination, to be met in the second year. Pupils find the arithmetic is too difficult, also art. History Course is too wide; should start with Civics and deal with the Nineteenth Century and Biography. The latter would be apt to develop a taste and liking for the subject. The Geography for this examination is too extensive and too minute. To do the work assigned, the pupils must put at least three hours on the home work. For Normal Entrance and Matriculation Examination, the French is too great and the Latin assigned is one-third too much.

Mr. Alex. Pearson then spoke on the same subject. He thought that, as the High School period was that of adolescence, the High School should be our strongest link in our educational chain instead of being the weakest. It was our chief problem to remedy this condition. Less than 7 per cent. of Elementary pupils ever reach the High Schools. Of these, 58 per cent. drop out of the High School at the end of the second year, and only 12 per cent. of them gain a teacher's certificate or Matriculation. It would seem

wise to provide courses for the great number who drop out. One of the chief causes of the waste is the Lower School examination. For this too much time is given to reading, spelling, writing, subtle grammatical distinctions, etc.; at least one-half of the history should be removed from the examination.

Chemistry heat, light, sound and electricity should not be required in the Middle School. The Ancient History should be shortened. The Middle School History Course should consist of a course in citizenship, civics, economics and industrial development based on the History of England from 1815 and on conditions in Canada.

The Literature Course should be such as to give a wider knowledge of our best prose and poetical writers.

Latin should not be required for Matriculation into Pharmacy, Dentistry and Practical Science.

The Latin of the Upper School should be reduced at least one-third, and Virgil dropped from the Middle School. Towns should receive greater aid in Industrial Education. For this department, common provision should be made for the two upper classes of the Public School and the two lower of the High School.

The subject of "Principals' Salaries throughout the Province" was introduced by Mr. Gundry. He quoted from Minister's Report: the highest salary to a Principal of a Collegiate Institute was in 1919, \$3,700, and the average in the Province was \$2,454; the highest salary paid to a Principal of a High School was in 1919, \$3,400, and the average paid was \$1,753. This constituted an advance of only $2\frac{1}{2}$ per cent. per annum.

As to the salaries during the war, when the cost of all necessities has, in many cases, been doubled, only trivial increases were made in some cases and three Collegiates gave no increase at all.

Mr. Wm. E. Shales, in following Mr. Gundry, felt that present salaries were not adequate under present conditions, but was of the opinion in fixing salaries the difficulty of discipline and organization in large schools should be considered as entitling teachers in such schools to larger remuneration than in smaller ones.

Mr. Gundry moved a resolution, seconded by Mr. Shales, that a committee should investigate the matter of Principals' Salaries

throughout the Province and report next year. This was carried unanimously.

Mr. Gundry thought the committee should compare teachers' salaries with salaries paid in other professions, with those of bank managers, according to the number of heads of departments they had under them, with those of superintendents of factories, according to the number of foremen under them, etc.

The following committee was appointed: Arthur M. Overholt, M.A., Brantford; R. A. Gray, Toronto; A. J. Husband, Brockville; Alex. Pearson, Weston; E. E. Wood, Fort William; A. P. Gundry, Galt.

Inspector T. P. Gavin, B.A., Windsor, then read a very important paper, "Day Industrial Classes in the High School."

The war has unsettled social conditions, relations between capital and labour, economic conditions and commercial and industrial conditions. So also the war has shown the need of education of *all* of its young people, and that this education must be for health, vocation, citizenship and leisure. His object was to consider education for vocation. The present High School Courses have in view the training of the mind by the use of certain traditional subjects, mainly for College preparation and teaching. Quite recently the Commercial Course, a vocational one, has been introduced and large numbers obtain secondary school training who otherwise would never have obtained it. There is a like need for agricultural training, industrial training, home-making training. We should educate towards the home, towards the farm and towards the shop.

In the large centres special schools are provided for technical education. In smaller cities technical schools must be combined with the High Schools which already have equipment and teaching power for academic, physical and civic training. The technical schools provide many pupils of the third and junior fourth books who make mental growth better with their hands than in other ways to receive an opportunity for education, who otherwise drop out of school altogether.

In his Collegiate Institute in 1913, vocational work was taken up with evening classes. This work has steadily progressed. The past winter there was an attendance of 800 pupils and 30 teachers as instructors. An addition to the Collegiate has been made: costing \$200,000, to afford better opportunity for vocational work.

There have been 32 boys enrolled in the Industrial Course and 18 girls in the Household Arts, and in the Commercial Course, 164; nearly one-third of the whole school. These all receive a certain amount of secondary education, most of whom would never have attended any secondary institution. Thus, these classes have increased the school's service to the community nearly 50 per cent. (See page 465.)

On motion of Mr. Merritt, seconded by Mr. Lowe, Inspector Gavin was thanked for his paper and the Secretary was instructed to have the paper printed in the General Report. The papers of Mr. Salter and Mr. Merritt were also ordered to be so printed.

At this juncture, regret was expressed for the death of Dr. Strang.

On motion of A. Gundry and W. Salter, the President and the Secretary were instructed to draft a resolution of sympathy and forward it to the family of the deceased, after making a record of the same in the minutes.

On motion of Mr. Gavin, seconded by Mr. Husband, the President and the Secretary were also instructed to take similar action in regard to the death of Superintendent John Seath.

The Report of the Nominating Committee was brought in and adopted.

As a result, the following were elected as officers for the next year:

<i>President</i>	Arthur M. Overholt, M.A., Brantford Collegiate Institute.
<i>Secretary-Treasurer</i>	George H. Reed, M.A., B.Paed., North Toronto High School.
<i>Councillors</i>	W. B. Wyndham, B.A., Oakville Geo. S. Johnston, B.A., Whitby A. J. Husband, B.A., Brockville

The financial statement for 1918 showed total receipts of \$27.75, and expenditure of \$4.55, leaving a balance on hand of \$23.20.

The following are the letters of sympathy which were ordered to be drafted and placed in the minutes. Copies of the same have been forwarded to the families of the deceased.

Dear Mrs. Hugh I. Strang and Family:

At the recent meeting of the High School Principals' Section of the Ontario Educational Association, I was instructed by resolution of the members to write to you to express their sympathy with you, and the high esteem in which your late husband was held by his friends and colleagues, the Principals of the High Schools and the Collegiate Institutes of this Province.

In the death of Dr. Strang, Ontario lost its best-known and most highly honoured teacher and High School Principal. His career as Principal and Assistant in Goderich Collegiate Institute for a period of forty-six years in a total service of fifty-three years as a High School teacher is unique and remarkable in the annals of the profession in this or any other country.

Moreover, in the course of this long career, to have retained the esteem and affection of his pupils and the confidence and regard of all with whom he came into contact, renders him worthy to be ranked with the great Arnold and other famous principals.

His enthusiastic and whole-hearted devotion to the interests of his pupils, and to the interests of education throughout the Province, for a period extending over more than half a century, cannot but exert a very great influence upon educational matters in the Province for many years to come.

Trusting that God will abundantly bless and comfort you,

I am,

Yours most sincerely, ..

GEO. H. REED,

Sec.-Treas. H. S. Principals' Section, O.E.A.

May 10th, 1919.

Mr. John Seath,
366 Walmer Road, Toronto.

Dear Sir,—

At the recent meeting of the High School Principals' Section of the Ontario Educational Association, I was instructed by resolution of the members to write to you to express their sympathy with you and the high esteem in which your late father was held by his friends and former colleagues, the Principals of the High Schools and Collegiate Institutes of the Province.

In the death of Dr. Seath, Superintendent of Education, the Province has lost one who for so many years was the outstanding figure in educational circles.

The Principals, moreover, feel that his passing was a loss peculiarly their own.

For his long and conspicuously successful career as a Principal, and the years he spent in going from one High School to another as Inspector made him in a very real sense the guide and friend of all headmasters. They looked to him for sane counsel, in which they were never disappointed.

His visits to the schools, while not always love-feasts, were invariably stimulating and productive of beneficial results.

Moreover, Dr. Seath possessed unusual ability for organizing the staff of a school and rendering its work successful.

He found the High Schools of the Province, for the most part, with poor accommodation, inadequate equipment, and non-permanent staffs. By his skill and untiring efforts he left them well on the way to complete efficiency.

That he sometimes encountered strong opposition is nothing more nor less than a tribute to his singleness of purpose, devotion to a noble aim, and willingness to accept entire responsibility.

He gave himself and his great powers of mind and heart unstintingly to the cause of Education in the Province, and when the history of our educational system comes to be written the name of John Seath will stand side by side with that of our first Superintendent, Egerton Ryerson.

Trusting that God may comfort and sustain you in your bereavement, I am,

Yours very sincerely,

GEO. H. REED,

Sec.-Treas. H. S. Principals' Section, O.E.A.

MINUTES OF THE SUPERVISING AND TRAINING DEPARTMENT.

WEDNESDAY, APRIL 23RD, 1919.

The fourth annual meeting of the Supervising and Training Department met in Room 37, on the above date, at 9.00 a.m., the President, Dr. Silcox, in the chair.

The minutes of the last annual meeting were read and approved.

Mr. H. J. Clarke, I.P.S., was appointed Press Representative. Inspectors Marshall and Standing, and Messrs. Prendergast and Stevenson were appointed a Nominating Committee.

In connection with the discussion of business arising out of the minutes, it was moved by Mr. Denyes, and seconded by Mr. Kilmer, that an effort be made to carry out the resolution *re* provision for Inspectors meeting Normal School Masters, as passed at the 1919 session. Motion was carried unanimously.

A discussion took place on resolution *re* formation of "County Trustee Associations," as passed at 1918 meeting. It was shown that as far as known, there were only seven County Trustee Associations in the Province. Inspectors Denyes and Maxwell were appointed to interview the Trustees' Department and report the following day.

The President then addressed the Department on "Mental Tests and Measurements." He laid down three fundamental principles:

(1) That education is not inherent in any subject of study. The value of the subject is measured by its value as a training for life and good citizenship. A certain fund of information is necessary to the interpretation of the life and history of the world.

(2) That real education is life. Care of health is the first consideration, reading, writing and arithmetic second. A weighing scale should be put in every school. A child from 8 to 10 per cent. under weight is not fit to do its work.

(3) Intelligence versus information. Intelligence is ability to look ahead, information is receiving what has been prepared. An interesting account of mental tests of intelligence and

measurements of information on various subjects was given. He stated that these were coming very rapidly into use and would be a great benefit, not only in helping to educate average or superior pupils, but also to properly educate defectives, to keep out undesirable immigrants and to secure qualified persons in industrial life.

Mr. J. M. Cole, I.P.S., Woodstock, then spoke on "The Public School Course of Study." He thought we were not likely to have subjects dropped from course, but more likely to have some optional subjects added. Course of Study should meet the needs of society and preserve the health of the pupils. The tendency has been to make curriculum first and child second, but this should be reversed. Manual Training, Household Science and Agriculture will become more necessary. The amount of Geography prescribed should be greatly reduced, and History course greatly simplified. There should be more correlation of subjects. What is taught should be taught thoroughly, even though much is left for the pupil to learn after.

Mr. J. E. Benson, I.P.S., led in the discussion. He thought the rural school course was too much based on the urban plan. He also emphasized the correlation of subjects and the practical phases of education.

Mr. V. K. Greer, M.A., of Stratford Normal School, was unable to be present, but Dr. Silcox gave the chief points in his paper on "Improvement in Rural Schools and in Preparing Teachers for Them." Typewritten copies of his suggestions re preparing a suitable time table for rural schools were distributed and considerable discussion followed. Mr. T. A. Craig, I.P.S., took a prominent part in this discussion. He showed the form which he used in his inspectorate for the arrangement of a time table. He did not approve of railroad style of time table on which a definite time is assigned for each subject in each class.

THURSDAY MORNING, APRIL 24TH.

The Department met at 9.30 a.m. The Nominating Committee reported, recommending Inspector N. McDougall, of Petrolea, for President, and Mr. F. F. McPherson, M.A., of Hamilton Normal School, for Secretary. Moved by Mr.

Marshall, and seconded by Mr. Stevenson, that report be adopted. Carried.

There was some further discussion on time table for rural schools, but no action was taken.

Dr. Maxwell reported that he had interviewed the Trustees' Department *re* co-operation of Trustees and Inspectors for the formation of County Trustee Associations, but that nothing definite had been done.

Mr. W. I. Chisholm, Assistant Chief Inspector of Public and Separate Schools, then gave a very practical and interesting address on "The Consolidated School Problem as Related to Ontario." He believed the consolidated schools would slowly, but surely, take the place of the present type of rural school in Ontario. He explained the special grants offered by the Education Department for the building and maintenance of Consolidated Schools, and suggested that Inspectors discuss the question with Trustees and ratepayers, especially in all cases where the building of new schools had to be undertaken. Professor Hume, of Toronto University, and Mr. J. B. McDougall, of North Bay Normal School, took a leading part in the discussion.

Mr. G. O. McMillan, M.A., of the Hamilton Normal School, gave a very interesting talk on "The Teaching of Agriculture." He favoured the objective method of teaching this subject. Where materials are used the impressions are clearer and more lasting. Poultry might be taught by use of cage with birds in it. An incubator might be brought into school so that children might watch the different stages in the hatching of chicks. In lessons on Dairying, the Babcock Test and Lactometer might be used. The contamination of milk was very nicely illustrated by simple experiments. It was shown that interesting experiments with soils might be performed with apparatus that could easily be procured for any school. He thought Trustees should provide the necessary apparatus out of the school grants. Notes should be brief and made by the pupils themselves.

Owing to the fact that there was no time left, the discussion of this subject, to have been led by Inspector Taylor, and the paper on "The Enforcement of Compulsory Attendance and the Advisability of Extending the Age Limit," by Inspector Campbell, were left over until next meeting.

Moved by Mr. Marshall, and seconded by Mr. Taylor, that President's address be published and that the retiring President and incoming President decide which of the other addresses should be printed. Carried.

Meeting then adjourned.

N. McDougall,
Secretary.

MINUTES OF INSPECTORS' SECTION.

TUESDAY, APRIL 22ND, 1919.

The meetings were held in Room 37, and were presided over by the President, Mr. J. F. Power, M.A., Toronto.

The proceedings opened by devotional exercises, led by Dr. Maxwell, of Windsor.

On motion of Inspectors Michell and Standing, a committee, composed of Inspectors Broderick, Johnston and McGuire, was appointed to draft a resolution of condolence to be forwarded to the families of any Inspectors deceased since meeting of 1918.

Dr. Slemon was again appointed Press Reporter, and Inspectors Denyes and Clarke were appointed Auditors.

The minutes of 1918 meetings were read and adopted.

On motion, the following Nominating Committee was appointed, viz.: Inspectors Campbell, Elliot and Maxwell.

The following new members were introduced: Inspector Rose, by Inspector McNab; Inspector Michener, by Inspector Wright.

The President then delivered an excellent address, advocating a closer bond of relationship between the school and the home. On motion, the President was asked to permit his address to be printed in the proceedings.

Dr. Putman then gave an illuminating address on the subject "Should County Inspectors be Appointed by the Department of Education?" He stated that the present system was a compromise. The main advantages of the present system, the speaker said, were: (1) That there was permanency of location for the Inspector: (2) That the appointee was usually a local man who

understood the local conditions. On the other hand, the advantages of having the Inspectors appointed and controlled by the Department would be: (1) Rigidly fixed qualifications not necessary; (2) More independence of local influences; (3) Could be moved freely from inspection to training and vice versa, and from place to place. An interesting discussion followed. Those taking part were: Inspectors Marshall, Garvin, Mulloy, Conn, McDougall, Dr. Slemon. Dr. Maxwell, and Green.

Meeting adjourned.

AFTERNOON SESSION.

Inspector McNiece was introduced by Inspector Marshall.

On motion of Inspectors Michell and McNab, Inspectors Craig (Grenville), Finn, and McNab, were appointed a committee to confer with the Officers of the General Association with a view to preparing a suitable reference to the death of Superintendent Seath and Dr. Strang. Mr. Albert Odell, former Public School Inspector for Northumberland, then gave a most instructive address on the "Rural School Problem." It was the unanimous wish of the Inspectors that his address appear in the proceedings of the Association. The following participated in the discussion: Inspectors J. H. Smith, Chatham; J. J. Craig. Liddy, Prendergast; Campbell, Mulloy, McDougall, Garvin, Dearness.

The Revised Constitution for the Inspectors' Section was then read and explained by Inspector Conn. Certain changes were made. The following is the Constitution as adopted:

The Constitution and By-laws of the Inspectors' Section of
the Ontario Educational Association.

ARTICLE I.—NAME.

This Association shall be styled "The Inspectors' Section of Supervising and Training Department of the Ontario Educational Association."

ARTICLE II.—MEMBERSHIP.

The conditions for membership shall be those specified in Article III. of the Constitution of the Ontario Educational Association.

ARTICLE III.—OFFICERS.

(1) The officers of this Association shall be a President, a Secretary-Treasurer and six Councillors. These shall constitute the Executive Committee.

(2) The President and the Secretary-Treasurer shall be the representatives of the Section on the Board of Directors of the Ontario Educational Association.

(3) The President shall hold office for the term of one year, but shall be eligible for re-election. He shall preside at all meetings of the Section and of the Executive Committee, and shall perform such other duties as by custom devolve upon a presiding officer. He shall be *ex-officio* a member of all committees. In his absence a chairman shall be appointed on nomination.

(4) The Secretary-Treasurer shall hold office at the pleasure of the Section.

(5) The Secretary-Treasurer shall keep a full and just record of the proceedings of the Section and of the Executive Committee; shall conduct such correspondence as the Executive may assign; and shall prepare a daily order of business for the President, and shall have his records present at all meetings of the Section and of the Executive Committee. He shall receive and hold in safe-keeping all moneys paid to the Section; shall invest, deposit or expend the same as the Executive Committee shall direct; and shall keep an exact account of all his receipts and expenditures, with vouchers for the latter; this account he shall render to the Executive Committee at such times as they may specify; he shall present an abstract of the same at the annual meeting of the Section.

(6) The ordinary term of office of the Councillors shall be three years, but they shall be so elected that two Councillors shall retire each year.

(7) The Executive Committee shall have power to fill vacancies in its own body; shall have in charge the general interests of the Section; shall make all necessary arrangements for the meetings of the Section; shall do all in its power to render the Section a useful and honorable institution, and shall hold their meetings at such times as they may deem expedient. Four members shall constitute a quorum.

(8) There shall be two auditors, one appointed by the Executive Committee, and one selected at the annual meeting of the Section.

ARTICLE IV.—MEETINGS.

The meetings of the Section shall be held as specified in Section V of the Constitution of the Ontario Educational Association.

ARTICLE V.—AMENDMENTS.

This Constitution may be amended at any session of the annual meeting of the Section by the unanimous consent of the members present, or by a two-thirds vote, provided written notice thereof has been given at a previous session.

BY-LAWS.

(1) All questions proposed for debates shall be in accordance with the declared objects of the Ontario Educational Association.

(2) Each speaker on a discussion shall be allowed ten minutes; the mover shall be allowed five minutes at the close for reply.

(3) By-laws may be adopted, amended or repealed at any regular meeting by a two-thirds vote of the members present and voting.

RULES OF ORDER.

The rules of order shall be those of the Ontario Educational Association.

THE ORDER OF BUSINESS.

(1) The order of business shall be decided by the Executive Committee unless changed by a majority vote of the members present.

(2) At any time, by a majority vote, the Section may alter the order of business.

Mr. Conn announced to the Inspectors present that for 1919 a war bonus of \$100 would be paid by the Government. A hearty vote of thanks was tendered the Legislative Committee.

WEDNESDAY AFTERNOON, APRIL 23RD.

The first order of business was the election of officers. The Nominating Committee reported as follows:

President: C. W. Mulloy, B.A., Aurora.

Secretary: A. A. Jordan, B.A., Toronto.

Councillors: Messrs. Smith, Stratford, for three years; McNab, for three years; Slemmon, for two years; Taylor, for two years; Finn, for one year; Green, for one year.

These were elected.

The financial statement was then read and approved. Balance on hand, 23rd April, was \$72.03.

The Committee on Resolutions presented the following report:

Moved by Inspector Broderick, seconded by Inspector Johnston, that the Inspectors of Public and Separate Schools in Ontario desire to place on record their high appreciation of the labours, scholarship and genial personality of the late Inspector J. W. Forrester, M.A., D.Paed., of Dundas County, and to express their deep sympathy with the bereaved relatives, and that the Secretary of this Section be instructed to communicate this resolution to the family of our departed fellow-labourer.

Signed, { G. E. Broderick.
 { H. D. Johnston,
 { Jas. F. McGuire.

The following motion *re* the introduction of the teaching of agriculture was then presented. Moved by Inspectors Kilmer and Johnston, that the Inspectors' Section recommend to the Education Department that the subject of agriculture be placed on the course of study of the Province of Ontario, on and after September 1st, 1920. To this an amendment was offered by

Inspectors Conn and Huff, that the matter be referred to the Executive Committee to bring in a report at next year's meeting of the Section. The amendment carried and the original motion was declared lost.

Inspector Corkill then discussed clearly and interestingly the question of "How Best to Deal with the Subjects of Group I (Junior High School Entrance Examination)." Mr. Corkill expressed disapproval of the bringing of pupils to an examination centre twice. A discussion followed by Inspectors Huff, Dr. Putnam, Lees, Denyes, Clarke.

Mr. Cobb, Principal of Grammar School Number 60, Buffalo, was then introduced, and delivered an interesting address on "Thrift in the Schools."

The new registers were then discussed by the following Inspectors: Johnston, Kilmer, Corkill, Marshall, Scoville, Ritchie, Cook, Smith (Chatham). As a result, the following resolution was passed. Movers: Inspectors Marshall and Smith (Chatham): That the Executive Committee represent to the Minister that the Form of Register used about three years ago, with the addition of two pages at the front, for giving parents' addresses and children's ages, is strongly recommended by the Inspectors. Moved by Col. J. J. Craig, seconded by Inspector Huff, that the Minister be requested to eliminate all examinations at the close of the approaching session in agriculture for Inspectors. Carried.

It was also moved by Inspectors Marshall and Smith (Chatham), that the Executive Committee be instructed to urge upon the Minister the necessity for all Inspectors having relief from attendance at Summer Session, Guelph, until July 22nd, so that Departmental Examinations may be completed. Carried.

A brief discussion on "Defects in the Superannuation Scheme" then followed. Those taking part were: Inspectors Maxwell, Putnam, Broderick, Lees, Col. Craig and Denyes.

The Section then adjourned.

A. A. JORDAN,
Secretary.

MINUTES OF THE TRAINING SECTION.

TUESDAY, APRIL 22ND, 1919.

The meeting of the Training Section of the O.E.A. was held in Room 33 of the University Building.

The meeting was called to order at 10.15, the President, D. M. Eagle, presiding.

On motion of Dr. Coleman, the minutes as contained in the proceedings were confirmed.

The Secretary presented a financial report which was adopted.

A Nomination Committee, with Mr. Dearness as Chairman, was appointed by the President.

Mr. Eagle then presented his address: "Educational Re-adjustments Required to Meet After-War Conditions." The speaker pointed out the changes taking place and the need of educational changes to meet them. First, we must have greater co-operation among teachers to provide uniform national standards. We needed greater system to enable teachers to advise their pupils correctly as to their calling in life, and thus avoid the waste which otherwise follows. We need special and direct training in leadership that pupils may go out and naturally take their places in life. On motion, the President was asked to allow his paper to be printed in the proceedings.

Dr. Silcox was given power to co-operate with other sections in any movement to send delegates to Winnipeg to the Conference called next autumn for the purpose of taking steps to obtain national standards.

Prof. Coleman discussed "The Training School and Educational Leadership." The paper was an eloquent plea for a higher value to be given to the science of education. Two important questions presented themselves—by what method can we best train in the knowledge of the science of education, and how can we best give continuity in the application of this knowledge. The science of education was fundamental and should find place as an optional subject in every university in the country, as it was in England and United States.

WEDNESDAY, APRIL 23RD.

The meeting opened at two o'clock. The report of the Nominating Committee was adopted and the following officers were elected:

<i>President</i>	Dr. W. J. Karr, Ottawa.
<i>Secretary</i>	M. A. Sorsoleil, B.A., Toronto.
<i>Directors</i>	Dr. Coleman, Kingston, and John Hartley, Vankleek Hill.

At this juncture the chair was taken by the President-elect, Dr. Karr, as Mr. Eagle was forced to leave the city by an early train.

Mr. Sorsoleil presented a symposium of impressions by the staff of the Normal Model School, Toronto. In this paper, suggestions were made for increasing the number of practice teaching periods and for obtaining greater continuity of work and subject. The desirability of increasing the students' power of illustration, and methods for increasing their sense of responsibility for class management, were dealt with. The recommendation that a new department—Practice Teaching—be formed in each Normal School was made. The paper elicited considerable discussion.

“The Function of the Library in the Training of Teachers,” by Dr. Goggin, was warmly received. The Doctor spoke of the library as a storeroom and workshop. As a storeroom, it has a supply of books and periodicals for information, inspiration and recreation. As a workshop, it has a supply of tools, reference books, dictionaries, encyclopaedias, books of quotations, reader’s guides, and the use of these should be taught definitely and systematically. On motion, it was decided to publish this paper in the proceedings.

Mr. John Dearness, in his own pithy style, discussed "Agriculture as Education." The speaker explained the well-known opposition of farmers to the teaching of agriculture in public schools, and suggested methods of removing this opposition. Mr. Dearness thought that much valuable agriculture could be taught as nature study, and that agriculture should be taken only when children were old enough to take part in laboratory methods. The school garden should show successes and failures, but the home

garden should be as perfect as the pupil could make it. The home, the school and the farmyard should be the child's laboratory, widening his experience and sympathy. It is more important that a young child should know the adaptation of an animal to its surroundings than that he should make a collection of notes on breeds of cattle and their beef values.

MINUTES OF THE MUSIC SECTION.

TORONTO, APRIL 22ND, 1919.

Chairman A. T. Cringan, Toronto.
Secretary E. W. G. Quantz, 161 Duchess
Ave., London.
Committee T. A. Brown, Ottawa.
L. A. Rees, Toronto.

Supervisors of Music and Normal School Teachers of Music gathered in Room 12, University College, at 2 p.m., on the above date, and that all might have an opportunity to hear the choir of the Western Avenue School, Toronto, adjourned to the Public School Section to meet at 4 p.m., at the Department of Education, Parliament Buildings, as requested by Dr. Waugh, Chief Inspector of the Province.

Gathered at 4 p.m., Dr. Waugh outlined what was desired by the Department, namely, that a Chairman and Secretary be appointed, and that those present proceed to discuss Public School Music and its requirements, and make recommendations as to the betterment of the subject. Dr. Waugh was unable to remain to assist in the discussion, which was a matter of general regret.

Being already organized, Mr. Cringan took the chair, with Mr. Quantz, Secretary. The members present entered into a general discussion, when many points were presented upon which it was decided to continue discussion on Wednesday morning. The meeting adjourned at 6.30 p.m.

WEDNESDAY, APRIL 23RD, 1919.

Mr. Cringan in the chair. The meeting was called to order at 9.20 a.m. After further discussion, it was decided to make the following recommendations to the Department.

First—That the regulation relating to the compulsory teaching of music be made active throughout the Province, and that a minimum of one hour per week be required by the Department to be devoted to the study of Vocal Music.

Second—That a Supervisor of Music for the Province of Ontario be appointed to stimulate an interest in music, particularly throughout the rural districts and towns where the subject is not now taught in Public and High Schools.

Third—That the duties and relationship of Supervisors of Music to the School be clearly defined by the Department of Education in the Departmental Regulations.

Fourth—In view of the lamentable condition of music in the rural districts—it being found that 88 per cent. of all students entering Normal Schools have had no previous training in singing—we would strongly urge the appointment of Supervisors of Music for rural districts, as provided for by regulation, and that this recommendation be carried into effect as promptly as practicable.

Fifth—That phonographs, and band and orchestral instruments for school use only, be put on the list of approved school apparatus, in order that they may be subject to the same exemption from Customs Duties as other school apparatus.

Sixth—That we recommend the granting of credits for outside music study in the High School Course, as soon as the Department deems it expedient.

Seventh—In order to give teachers-in-training an opportunity to hear the best music, and in order that they may receive training in music appreciation, we would recommend that gramophones be placed in the Normal Schools, English-French Training Schools and English Model Schools of the Province.

All of which were unanimously carried.

On motion of Mr. P. Geo. Marshall, Simcoe, and Mr. Bruce Carey, Hamilton, it was decided to lay over a recommendation on textbooks.

Owing to the length of time taken up in discussion of the various recommendations, it was decided to forego the arranged programme. Meeting adjourned at 11.45.

AFTERNOON SESSION.

On being called to order, the Chairman called for the election of officers for the year 1919-1920. On motion of Mr. Smith, Ottawa, and Mr. Illingworth, St. Mary's, Mr. A. T. Cringan, Toronto, was unanimously elected Chairman. Carried.

On motion of Mr. Carey, Hamilton, and Mr. Rees, Toronto. Mr. E. W. G. Quantz, London, was unanimously elected Secretary-Treasurer. Carried.

On motion of Messrs. Smith and Carey, Messrs. Brown, Ottawa; Rees, Toronto; the Chairman and Secretary were appointed a committee to draft a Constitution and arrange a programme for the 1920 meeting.

There being some little time before the demonstration of uses of the grafonola in the school, given in the Public School Section. Mr. Cringan was asked to address the Section. In his exceedingly interesting way he did so, pointing out many things necessary in the work of the Supervisor, among which were: how to secure the co-operation of the teacher; the necessity of making the work definite; the need of watchfulness against running into ruts; and the need of silent reading in the music recitation. All these subjects were amplified in a very interesting and instructive manner. Mr. Cringan was heartily thanked by all present for his address.

The members then adjourned to the Public School Section to observe the demonstration by the Columbia Phonograph Co., returning at 4 o'clock to present their recommendations to Dr. Waugh, who had kindly arranged to meet the members at that hour. Dr. Waugh received the recommendations and spoke very frankly concerning the attitude of the Department of Education toward the subject of music, assuring us that the time had arrived when music must no longer be regarded as a special subject, and thanking the members for the work they had done in preparing the recommendations.

During the session, a petition was signed by all the members present, and many representative educationalists throughout the

Province, requesting the formation of a Music Section under the Supervising and Training Department of the O.E.A. This was duly sent on to the O.E.A. Executive for action.

The session closed at 4.45 p.m.

E. W. G. QUANTZ,
Secretary.

MINUTES OF TRUSTEES' DEPARTMENT.

TUESDAY, APRIL 22ND, 1919.

The Trustees' Department of the Ontario Educational Association met in Room 6 of the University of Toronto on the above date.

At 2.15 p.m. the meeting was called to order, and on account of the illness of President Birtch, Mr. T. S. Kirby, Ottawa, was called to the chair.

Rev. W. M. Morris, Orangeville, read a Psalm and led in prayer.

The following communications were presented:—

1. From Mr. T. A. Fisher, Lindsay *re* Salary of Teachers.
2. From Mr. A. H. Aiken, Allenford, *re* Collecting School Taxes.
3. From Inspector Taylor, St. Thomas, *re* Addressing the Meeting on Consolidated Schools.
4. From Mr. Chas. A. Farrel, Grimsby; Mr. L. H. Mills, Brampton; Mr. W. Panton, Milton; and Mr. W. C. Wickware, *re* Appointment of Delegates.

Mr. Werner presented the Treasurer's report as follows:—

RECEIPTS.

Membership Fees	\$149 50
Balance due Treasurer	64 55
Total	<hr/> \$214 05

DISBURSEMENTS.

Balance due Treasurer (1918)	\$4 95
Membership Fee to General Secretary	36 00
Viseing Railway Certificates	17 00
Printing	14 25
Secretary, as per Statement	141 85
Total	<hr/> \$214 05

The report was referred to the Auditors; Mr. M. R. Chester, Owen Sound, and Mr. J. J. Mistele, Rodney, being appointed Auditors.

Mr. A. McNee, Windsor; Mr. Hall, Sarnia; Dr. Stewart, Markham; and Mr. J. G. Elliott, Kingston, were appointed Press Committee.

On motion of Dr. Wickware, seconded by the Rev. W. M. Morris, the following nomination committee was appointed: Mr. John R. Hall, Dr. R. N. Stewart, Mr. J. J. Mistele, Mr. T. S. Kirby, and the mover.

In the absence of the President, Mr. T. S. Kirby read the address President Birtch had prepared. (See page 498.)

It was moved by Mr. J. H. Laughton and seconded by Mr. John Kenny, that a Special Committee to consider the President's address be appointed consisting of Mr. R. J. Woods, Corbetton; Mr. G. H. Brett, Dunnville; and Mr. A. M. Smith, Uxbridge, and they were asked to report thereon as early as possible.

On account of illness, Dr. Dandeno was unable to be present and give his address on "Agricultural Classes and School Boards."

Inspector Taylor then addressed the meeting on "Consolidated Schools," dealing with the advantages attained by adopting such schools and the effects they would have in solving some of the difficulties now existing.

In the discussion that followed, Secretary Werner, Mr. A. McNee, Mr. Pollard, Mr. Robb, Mr. Woods, Mr. Campbell, Rev. Mr. Morris, and others took part.

It was moved by Mr. Laughton and seconded by Dr. Hunter that the debate on Consolidated Schools be adjourned till ten o'clock Wednesday morning.

The question of the usefulness of the Trustees' Department was then discussed for some time, and it was suggested that a committee be appointed to consider the matter carefully, but the appointment of such a committee was deferred.

The Presidency of the General Association was then taken up, and the fact that the person nominated by the Trustees' Department was not elected was referred to. It was moved by Rev. W. M. Morris, and seconded by Mr. John Schneider, that Mr. J. G. Elliott, Kingston, be nominated for the Presidency of the O.E.A. for 1919. Carried.

The nomination paper was prepared and signed by twenty-seven members, and the Secretary was instructed to see that it was placed in the hands of the General Secretary.

It was moved by Mr. R. J. Robb and seconded by Mr. R. A. Penhall, that legislation should be sought providing for a uniform levy on the rateable property in the various rural municipalities in the Province of Ontario for school purposes, and that school sections or school districts should be eliminated for taxable purposes.

The motion was afterwards withdrawn.

At 5.20 p.m. the meeting adjourned.

WEDNESDAY, APRIL 23RD, 1919.

The meeting was called to order at 9.30 a.m., Mr. T. S. Kirby in the chair.

It was moved by Mr. J. R. Hall and seconded by Mr. Alex. M. Smith that the Trustees' Department regrets to find that its President is still unable to assume his duties, and hereby expresses its sympathy with him in his illness, and sincerely hopes he may speedily recover and be able to preside over its deliberations. Carried.

The minutes of yesterday's session were read and adopted.

Attention was drawn to the fact that the minutes for last year had not been adopted, and the Secretary complained that the minutes as adopted last year did not appear in the form in which they had been submitted to the General Secretary, and no communication had been received mentioning the necessity for making alterations nor had permission been asked to make any changes therein.

On motion of Mr. Hall and the Rev. W. M. Morris, a committee consisting of Messrs. McNee, Elliott, and the mover and seconder, was appointed to compare the minutes as published with those adopted and to report thereon. Carried.

The Auditors reported that they had examined the books and vouchers of the Secretary-Treasurer of the Trustees' Department and had found the same correct, showing an indebtedness to him of \$64.65 for disbursements.

The report of the Auditors was adopted on motion of Mr. Chester and Mr. Schneider.

The Nomination Committee reported as follows:—

President Rev. W. M. Morris, Orangeville.
Vice-President Judge J. H. Scott, Perth.
Director Mr. C. S. Birtch, Ottawa.
Secretary-Treasurer Mr. A. Werner, Elmira.

The report was adopted.

A paper was read by Mr. T. Sidney Kirby, Ottawa, on "Proposed Legislation."

It was moved by Mr. J. G. Elliott and seconded by Mr. Laughton, that the paper given by Mr. Kirby be received with pleasure and that the same be published in the Report of the Proceedings. Carried. (See page 501.)

Several delegates addressed the meeting on various topics: Mr. Pollard, Bowmanville, opposed the formation of County or Township Boards. Mr. McNee, of Windsor, urged an approved programme for next year. Mr. Robb, of Elgin County, stated that Elgin County sent the largest number of delegates (nine) to the Ontario Educational Association of any county in the Province. Mr. Woods hoped for the establishment of consolidated schools. Dr. Hunter referred to the assimilation of foreigners in our midst and the help that could be given by Trustees. Mr. Tonky, of Oshawa, and the Rev. Mr. Morris referred to the campaign that would have to be undertaken and the financial aid that would be required to bring in Consolidated Schools.

Dr. Claxton, Washington

Commissioner of Education for the

United States. then addressed the meeting and among other things said: A Democratic state is made of the Spirit of progress in the bringing about the best results. Boards of Education are to express what the people want and use such means best available to bring it into existence. Machinery to make it successful is necessary and organization to complete it. He then referred to the great opportunities given by our Parliament in connection with the Consolidated School question. The difficulty of a 1-man or 1-woman School to give efficient work. 25 minutes to 30 minutes in a largely attended rural School being the average time of actual constant attention that could be given, whilst in a School with small attendance the difficulty being apparent on account of the other extreme. The time of Constant

attention that a teacher could give being in excess of the child's power to receive such instruction. He referred to the difficulty of Principalships and mentioned that a large school under efficient Principalship could give better results than the same number of Principals employed in separate Schools.

Beauty and attractiveness as to the School and surroundings and a good motto for Schools should be Comfort, Beauty and Health. As to Text Books the use of Text Books by Teachers, and the necessity of providing the very best.

The selection of a Teacher, the quality of his work, and keeping a Teacher who has proven himself successful is especially recommended to be for the best interest of the respective Community. He grows better and more intimately acquainted and acquires a community interest among those with whom he works.

A successful Teacher should be well born well cultivated and well trained.

Trustees should show a determination to get the best Teacher one who has proven himself competent to reach the desired goal and assist him by successfully carrying on the work so organized and by a united effort of the Home and the School aided by whatever the Trustees could render to make the great work more efficient, the true foundations of the Spirit of Democracy would have a sure and lasting foundation.

At the conclusion of the Doctor's address, the meeting showed the great pleasure it afforded them in having the privilege of listening to him; and a motion expressing the same was heartily and unanimously carried.

The meeting adjourned to 2.15 p.m.

A. WERNER,
Secretary.

FINANCIAL STATEMENT, 1918-19

Ontario Educational Association

RECEIPTS.

Balance from last statement	\$978 90
O.E.A. fees	535 40
Ontario Government grant	1,400 00
Bank interest	50 30
	<hr/>
	\$2,964 60

DISBURSEMENTS.

Vising R.R. certificates	\$49 25
Addresses, O.E.A., 1918 and 1919	300 00
Secretaries of Departments, 1918 and 1919	80 00
General Secretary, 1917-18 and 1918-19	400 00
General Treasurer, 1917-18 and 1918-19	100 00
Expenses of Convention	40 82
Reporting Annual Meeting	45 00
Fares, Legislation and Discipline Committee	25 00
Fares, Board of Directors	84 60
Delegate to Dom. Education Association	27 65
Postage and exchange for Secretary and Treasurer	14 35
Special grant to Trustees' Department	100 00
Printing, stationery, stencils, etc.	101 89
Balance	1,596 04
	<hr/>
	\$2,964 60

H. WARD, *Treasurer.*

We, the undersigned auditors, hereby certify that we have examined the books, statements, and vouchers of the Treasurer—Mr. Henry Ward—and find them correct in every particular. Some of the accounts of the Printing Committee have not yet come in. These will be a charge against this year's balance, which at date, is fifteen hundred and ninety-six dollars and four cents (\$1,596.04).

JOHN DEARNESS,	} <i>Auditors.</i>
S. NETHERCOTT,	





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REV. JAMES BUCHANAN, M.A.

GENERAL ASSOCIATION

PRESIDENT'S ADDRESS.

REV. JAMES BUCHANAN, M.A., 678 INDIAN ROAD, TORONTO.

Ladies and Gentlemen:—

The Educational year to which this Convention is the climax, has been marked by events of very great importance.

The resignation of the Hon. R. A. Pyne, M.D., LL.D., as Minister of Education, closed an epoch of earnest effort to make Education the helper of the youth of the Province,—to fit them for vocational aptitudes, and to lead them out into the realms of good citizenship.

The teaching profession will remember with gratitude the generous sympathy of the Minister who steered the course of the Superannuation Bill through Parliament, and whose tactful prudence made the Bill law, thus securing for teachers upon retiral, the comfort of a provision in their old age, which they had earned in their earlier and productive years.

It was a signal stroke of genius, on the part of Premier Hearst, that called to the Department of Education, as its head, the cultured and eloquent clergyman, who has begun his work with such high hopes, and splendid promise.

The Rev. H. T. Cody, D.D., LL.D., has often honoured this Association by his presence, electrified it by his burning eloquence, inspired it by his enthusiasm and wise counsel, and with the faith that “Cody” would become the synonym for much needed educational reform.

The man who opens the door of opportunity to all the children of Ontario to rise above “the Entrance,” will not only be honored in making better citizenship, but will make for himself the high record as Canada's greatest educationalist.

It was my privilege, on behalf of the teaching profession of Ontario, to thank the Hon. Dr. Pyne for the efforts made under his regime, to meet the educational needs of Ontario.

It was also my great pleasure, and again, on behalf of all those in the Province this great body represents, to congratulate the Rev. Dr. Cody on his high appointment, to wish him ample success in his work, and to offer him the helpful service of this organization of expert educationists.

On your behalf, I claimed from the new Minister a larger place in the councils of the Department,—an integral part in the making of educational policy and curriculum, and earnestly hoped he would lend an ear to the scientific experience of this Association, both its teachers and the splendid body of men who lend a hand as trustees.

The answer of the new Minister was distinctly assuring, as befitted the high character of the new leader. That answer is a challenge to consecrated service in the cause of education in the future, to the professional teacher, and the lay helper alike, that they so order their advice, that its sweet reasonableness will so appeal to the Minister and the Legislature as to have the programme crystallized into educational policy, on the statute books of the Province.

The recent proposals of the Minister to the Legislature indicate to those who know, that he has not been led by the allurements of the Fisher Bill, but rather has become an admirer of the dashing charges made in the new Scottish Education Act, the most advanced in the Empire.

The Scottish Education Act is, like the national temper—thorough. It recognizes the “Bill of Rights” of the child, and refuses to allow child labour to be exploited owing to the poverty of the parent, or the greed of the commercial classes.

While we hope for better things in the future, we congratulate the Minister of Education for his courage in the advanced proposals he has made.

The death of Dr. John Seath removed from the Minister of Education his highest source of counsel.

This Association was honored in having Dr. Seath as one of its Past Presidents, and I am sure will offer a fitting meed of sympathy and condolence to his family in their sorrow and bereavement.

Every man who knew Dr. Seath invariably spoke of his integrity as a man, of his unswerving loyalty to his ideals, and

faith, and expressed appreciation of his great gifts as an expert in education.

It was during the superintendency of Dr. Seath that that *rara avis*—Technical Education—was incubated. For long we doubted the ability of the bird to fly, and very few expected it to soar. But the down has given place to feathers, and the pinions of popular favour have so carried Technical Education upward and onward, that we are looking for this bird to produce the golden eggs that will so greatly aid the Reconstruction period.

Recently, after a long life of eminent educational service, there passed to his reward one of the last members of the "old guard" of intellectual leadership in Ontario, in the person of Hugh I. Strang, LL.D., of Goderich. As far back as 1886, Mr. Strang was President of this Association, and it is fitting that his name should be remembered because of the good work he did for the youth of Ontario.

To sustain the beauty and purity of our language as "the well of English undefiled" was to the late Dr. Strang a passion, exemplified by the very excellent text books from his scholarly pen.

When the Faculty of Education was established Mr. Hugh I. Strang—then a rural principal—was chosen as a fit person upon whom to confer the honorary degree of Doctor of Laws, which Dr. Strang worthily wore till his death.

The example then set by the University might well still be followed, and a very useful purpose served, if the Senate of the University kept its eye upon some of the distinguished teachers of Ontario, members of this Educational Association, and conferred upon them the degree of LL.D. as a mark of appreciation for the faithful services rendered to the Province by these distinguished educationists.

The signing of the armistice, November 11th, 1918, was an event of great importance to the world, and now we are on the eve of the signing of the Treaty of Peace, which will end the night of sorrow, and bring the dawn of the new day, of joy, hope, progress. As the crucifixion is the day of the world's redemption, so the war is the day of the world's liberation. As the Cross was borne to establish reconciliation and righteousness, so the war's sacrifices should humanize and enrich mankind. The war

period meant disaster, destruction, death. The peace period should mean, recovery, reconstruction, life. Never was opportunity so golden, never construction so necessary, never human life so valuable. The war was a time of disgradation, when the title and dignity of manhood and womanhood were shorn from human brows.

The war brought the privileges of substitution, sacrifice, service, and multitudes of either sex were ennobled by the heroism of the sacrifices splendidly endured.

In the period of peace, shall the problems of reconstruction cause disgregation amongst those whose most sacred duty is to restore, rebuild, rejuvenate?

"The children playing in the market place" will be fewer for many years to come, because of the tremendous loss of young vital life.

The leaders of education must be solemnized by the sacredness of the new obligation to the boyhood and girlhood of the nation caused by human blood-letting.

Are we to be satisfied with giving higher education to eight per cent. of our scholars, while the ninety-two per cent. are left in the morass of "The Entrance." or the slough of the failure to pass?

Is the teaching profession in Ontario so lacking in the "mind of the master," that the "child in the midst" is he who reaches the doubtful kingdom of the Normal, the Collegiate, or the University, while the great mass of the children, urban and rural, must continue to be satisfied with the minor glories of the Entrance?

The creative faculty is as great in the Cook's Son as in the Duke's Son. There are few if any class distinctions in the realm of the child mind.

Mental defectives and retardation are the offshoots of unscientific and non-moral education, joined to political and social neglect and greed.

The child has no right to be born until the State has legislated to stand by the rights of the child. The child has the right to be well born, well developed, well nourished, well educated.

The education of the child must provide for these rights. No system of education is effective or efficient, that bears its strength

upon the few, and with a cursory glance, or a dry nod, passes over the mass.

In Scotland the workers suspect the universities of being "capitalistic institutions," because their product garners the nation's wealth, while the children of the working men are allotted at best the fourth class and grinding poverty.

In the greatest book in the world lies imbedded the principles and roots of fruitful education.

There are three original divine institutions. These are: the home, the labour, the Sabbath, and in my humble judgment, in a correct understanding of these are to be discovered the true principles of educational harmony.

All other institutions—the State and vocation, for example—spring from the home, the labour, the Sabbath, or are involved in, or evolved from them.

Man has a body, a mind and a soul. He is a doer, a thinker, and a worshipper.

Prof. Lyall of Dalhousie wrote an excellent book called "The Intellect, the Emotions, and the Moral Nature," but he overlooked the body—the most important of all. I am well aware, the recluse professor will end the discussion by saying: "Gross materialism," "Worldliness." But we have outlived the recluse professor, and are not afraid of terms of reproach, especially when we can say to him, "You live outside the world of life."

Education to be efficient, must deal with the three Ms. The manual, the mental, the moral. This is given as the hand, the head, the heart. True education should deal with and aim to improve every department of human life.

In our boyhood "Reading, Riting, Rithmetic," with some grammar, history and geography, seemed to constitute the sum total of education.

If you were a "lad o' pairts" you went to the University where you studied the humanities and logic and philosophy and belles letters and heard the professors teach Reid and Stewart and Hamilton.

Proof of being was found in DesCartes "Cogito ergo sum," and Bishop Berkely wiped out life by Idealism and Whately made your logical system depend upon your knowledge of ABRACADBRA.

After our University days we attended the "College of Hard Knocks," and learned that the three R's are only the tools of education. That real education has to do with the soul of man as he is related to his home, his work and wages, to his rest and his God. Jesus sanctified the home when he set "the child in the midst," and when the psychology of mother love, "a little child shall lead them" became the cement that bound the parent to sacrificial labour and the sacred love of God, who sent the child.

It would be interesting to discuss at length the aims of education. But time only permits an outline.

Education should aim to train—the body—the mind—the motor activities—the moral and spiritual life. There should be training for social, civil and vocational life. Education should lessen vice and crime by improving manners and morals.

Vocational occupations should prevent poverty and wonderfully increase wealth. Certainly as society is constituted there will be failures, and unforeseen conditions may make the vocation valueless. But a blind man is a splendid stenographer and limbless men have turned their disability to the best account, because of skilled education.

Education should equip for life's duties, and should enrich body, mind and spirit by unfolding the treasures of the ages, and teaching the mind how to "covet the best things" which are the inheritance of all mankind in all ages.

Sin is Hamartia, or missing the mark.

What a burden the teacher carries who misses the mark of his calling. What a sense of loss at the greatness of the opportunity and the meagreness of the results. No teacher can ever be a failure who has consciously before his mind the five-fold aim of education of which I have spoken.

Ralph Waldo Emerson used to say that the secret of successful teaching lay in two principles: "Heighten the ideal, strengthen the will." But no teaching will ever rise higher than its source—the character of the teacher.

There are five sciences of human life, of which every teacher should have some knowledge, and with a practical working experience of these sciences no teacher can wholly miss the mark.

At the very root of all human science lies the science of psychology. Man has only two entities—body and soul. Search-

ing himself, man finds only one agent, that thinks, feels, wills. What this agent is, no one has ever been able to understand or explain. But it is a great gain when the teacher has reached the conclusion that the child mind is a unity.

It is upon this instrument—the child mind—upon which the teacher must play to produce the harmony of diversified functions. It is necessary to know the powers of the mind, that the teacher may lay the true basis for originating trains of thought, and thus give the mind work in further investigation.

The will may be strengthened by its volitions as it originates conscious acts of mind; or it may manifest strong emotions that prove its feeling and thus to some extent control will.

The thoughtful, observant teacher always lives in the very heart of Wonderland, as he discovers the marvellous capacity of the child mind, and realizes his responsibility to so direct that mind that its potentialities will be developed and the child life be realized.

The postulates of psychology forms the basis for the science of ethics. Whether we believe in “innate moral depravity,” or the “principles that make for righteousness,” we must admit that influence, environment and heredity have great effect in making or marring the human soul.

It was Longfellow who said:

“I believe that woman in her deepest degradation
Holds something sacred, some pledge
Or keepsake of the higher nature which
Betimes, like a diamond in the dark,
Sheds forth a ray of celestial light.”

But it would be valuable if we knew the source of that “celestial light,” and were it found that some saint-like teacher had scintillated in youth's brief day, that ray in the darkened child mind, to be produced in days of degradation, what a source of comfort and blessing to the teacher.

The great Teacher “opened His mouth and taught them saying”; and one of His disciples gave us the other principle of morals, “that we should follow in his steps.” Precept and example lay great stress on the character the teacher should bear.

The science of economics has little attention paid to it in our curriculum. And yet no science is more needed in our present social conditions.

The law of supply and demand gives right to every greedy grafter, and heartless profiteer, to grind the consumer between the upper and nether millstone. Capital and labour are class conscious terms, between which there is a great gulf fixed. Wealth and wages are alliterative terms that suggest competition as the only means of producing either or both.

The teacher is a servant of the State entitled to help in the solution of its problems, and to bring about harmony between its various classes.

In his studies the teacher will inquire into the production and source of wealth; he will also ask as to its use, and distribution: and he will find he has entered upon a fruitful field of moral principles requiring his best philosophy and literary skill for their right solution.

At no period in human history has greater proof been given than now, that "The love of money is the root of all evil." He who controls cash controls educated brains, and these are far too often used to reap wealth at the expense of the masses.

Morality can never be separated from the science of politics without loss to both. If "patriotism is the last refuge of the scoundrel," as Johnson said, political science should be so widely known that a barrier would be placed against the unrighteous profiteering and soaring prices that are cursing the world through the "patriotism" of war.

An educated proletariat is, I humbly aver, the greatest need of Canada to-day. Collectively, the common people are the producers of capital and the creators of wealth, and yet they know so little of the science of politics that they are largely "dumb driven cattle."

Both teacher and preacher have been eliminated from politics to the great loss of the common people and to the great advantage of those who fatten at the public crib, and make the people "their meat."

The teaching profession touches the life of the nation and should help the common people to know and understand the science that so largely controls life.

Religion is the queen of all the sciences. It is the most essential element of all life. The human spirit craves spiritual fellowship, guidance, control. Love, faith, righteousness, peace,

are the contents of religion, as rights, duties, obligations, privileges, are the essence of ethics.

In the jealousy of denominationalism in Ontario, religion has fallen by the way in our system of education. And yet our people have the guarantee that their children are ever in the presence of the value and power of religion, by the example of the splendid moral and spiritual character of their teachers.

If Mark Hopkins and a boy on a log, constituted the teaching of a university, it did so owing to the moral fibre and personal contact of Mark Hopkins. In like manner the Ontario teacher, because of religious spirit and moral integrity, gives us satisfaction, and maybe some consolation because of the constant religious example in the school room. Yet we are bound to say that no curriculum is complete, and no system of education co-extensive with the facts of life, that does not learn from the Bible, its stores of literature, poetry, history, narrative, biography, and very especially the only source of morality and righteousness, upon which the social betterment of the people must be based.

Scholars should not be debarred for any reason, from the original sources of the world's history, and they should have presented to their minds, from day to day, the example and literature of the Prophet, Seer, Poet, and conspicuously the greatest *fact* in history, the person, character and teaching of the world man, Christ Jesus.

In my humble judgment, the Bible should be read daily in all the schools of Ontario, and when thus reverently used, I am willing to leave "the Book" to make its impress upon mind, heart and character of our youth.

THE NEW TEACHING.

If I have rightly gauged education in Ontario, the chief characteristics are unrest and dissatisfaction. The causes of these I cannot now discuss. Rather would I point out the elements of hope, in solving the educational problem, and thus causing unrest and dissatisfaction to end, and peace and confidence take their place.

I note first the increasing class consciousness of the teaching profession. Teachers have become aware of their own existence and are asking: Why they have a corporate life? and What place they hold in the body politic?

The status to which this Ontario Educational Association has attained—the increasing number of sections in the four departments—the musicians and supervisors of singing seeking admission, and the United Farmers seriously asking if their Educational Committee can find a place in the Association's ranks, are to me proofs that teaching and education are coming to their own.

Look at the programme for this Convention, examine the Journal of Proceedings, note the earnest strivings of the profession and the trustees also, to make full proof of their ministry. and to establish this learned body, as the duly accredited and authoritative source of leadership in the educational policy of Ontario.

In Scotland the cryptic letters F.E.I.S. mark the nation's gratitude in a mede of honour, given to the devoted servants of the State, who by their conscientious self-sacrifice and intellectual efforts have aided Scotland in her educational progress and therefore in giving a higher quality of citizenship.

Would it not be well if the Government or the University of Ontario, would establish a similar degree, marked by the letters F.O.E.A., thus honoring the men of long and honorable service in the cause of education in the Province of Ontario?

To such honour I would admit trustees and others who had rendered to their fellows signal service on behalf of the youth and children of Ontario.

In the class consciousness of which I have spoken, the new Superannuation Act—the crowning act of service in the career of Dr. Pyne—has played a most important part, giving to the profession a proof that teachers form an integral part in community life, and that the State recognized the value of their service.

On the part of the teachers of Ontario, I have been able to discern a new spirit of service, a greater determination to master the technique of their profession, with the purpose of giving their best to their scholars, and in their serious earnestness they have learned to adapt themselves to the new psychology of the child mind.

This new spirit has come to recognize as the basal fact in all true teaching—the great idea of the Master Teacher—the child in the midst.

The centre of the school is the child. For him the school exists—the chief business of the teacher is to study the child. Schools should be planned, and all the organization of the school should be adapted for the necessities of the child—his health, his manners, his morals, his vocation, his coming place in the home, the State, and the Church.

The child mind is not an empty jar into which the teacher pours knowledge, and from which the examiner extracts certain facts. The child is a delicate instrument, a human organism that must be loved and studied. The child is a participant in school work, and not a recipient only. He must, for educational progress, learn initiative and independence of judgment. In this way comes power, ability, strength of will—true culture.

An old theory told us that Britain's wars were won on the playgrounds of Eton and Harrow.

But Donald Hankey, in the masterpiece of war literature, proves that London costermongers caught the spirit of initiative and independence of judgment and won glorious victories for their native land.

The Home and School Council is another mark of the new spirit in education. These splendid women strive to bring about co-operation between the home and the school. Their keywords, "Investigate, Eliminate, Concentrate," will in time establish right relationships between the home and their best helpers, the teachers of Ontario.

The new spirit in education is indicated by the large number of bodies that have educational committees. Everywhere the people are seeking leadership. Many criticise, which is the price of progress. Very few claim to be "experts." A great teaching campaign in the Province to crystallize the latent desire for better things in education is a clamant need. Let the Minister and the experts formulate a new educational programme, send the fiery cross throughout the Province to arouse communities to the tremendous need of educational reform, and having informed the people in cities, towns, villages and concessions as to the proposals, the money will be voted, the citizenship bettered and the children educated.

The old scholasticism that made the *sine qua non* the university degree has given place to the broader and more humanitarian spirit of fitting youth for life's vocation.

The university must produce in greater numbers, dreamers, philosophers, linguists, artists, musicians, pedagogues and researchists. But the subjects of study outside the university curriculum, are far more numerous than those taught within university walls, and the Educational Department that does not provide for arts, crafts, ceramics, correspondence, commerce, salesmanship and the thousand and one subjects that concern the lives of the ninety per cent. who stop short at the Entrance, must write Ichabod over its doors.

Men like myself all over Ontario will never rest content until ample educational provision is made for the child of the working man that he also may have his chance, and instead of being a "leftover," is lifted up to be a creative producer.

I want to acknowledge with pride the recent earnest efforts made in the direction indicated, and specially on behalf of manual, technical and industrial training and household science. When you make the Toronto Technical School a university with degree conferring powers, you will have taken a step that will thrill the Province and lift the people to earnest ambition to earn for their children the honours of vocational life.

The challenge of the new spirit is to the teaching profession of Ontario to equip itself for the new demands—to the Education Department to slough off the things that bar the way, and inaugurate the policy that will uplift the last child in the Province—and to the O.E.A. to leave simple academic discussion unless so far as it makes for constructive statesmanship in the evolution of the new education, and thus bring about that reconstruction in social conditions which is the clamant need of the day, and the great solver of separating and distracting problems.

ADDRESS OF WELCOME.

PRINCIPAL HUTTON, M.A., LL.D.

Mr. Chairman, Mr. Minister, Ladies and Gentlemen of the Ontario Educational Association:—

I rather think I express your opinion as well as my own if I remark before I say anything else that I have been here on several occasions and have had the pleasure of hearing musical selections from professional musicians, and by no means so youthful of age as the musicians I see in front of me, and although very good music, I have felt on those occasions it was perhaps not altogether in keeping with this sort of Association—it had not any particular connection with it. I think this evening we have had music which is obviously of very vital connection with a Teachers' Association. And on that account I will at once convey by word of mouth, as you have conveyed by your hands, our thanks to these girls and to Miss Hunter.

The President of the University had an engagement for this evening of very long standing which prevents him from being present, and he asked me in his absence to welcome you all back as usual to our building, to University College, and to this building and to the other buildings round about University College, which are used more or less on this occasion besides University College itself. And to say that he hoped that the good record established for so many years, according to which the Teachers' Association meets in University College, would continue.

It is an ill wind that blows nobody any good, and personally I have compensations for the President's absence, because it enables me, while welcoming you here, to say a word on a matter which I think concerns us all, but is specially connected with the League of Empire, and I am the more anxious to say it because the League of the Empire, having become a regular section of the Ontario Educational Association, has thought it proper this year to cease from any more formal and spectacular advertising of itself such as it used to do before it became a section of the Association. In former years we used to have a booth in University

College and we used to do our best with circulars of all kinds to advertise the activities of the League. Now, when we are a regular section of the Association, and have our own room in the building, No. 57, we have dropped that booth in the hall and that advertising, and therefore it is all the more necessary for me to say a few words this evening about the League of the Empire.

Most of you know what the League is for. It is one of those many institutions—I wont say for the purpose of bringing the Empire together. The Empire has always been together and the war has brought it closer than ever—but for keeping the Empire together; the League of the Empire is aiming at various things, some of which are on this circular which will be distributed very widely to-morrow. I wont read by any means all the objects the League has, but these are amongst others: The League entertains in London overseas-teachers when they visit the centre of the Empire. It arranges from London visits to almost all places of historic interest in the neighbourhood and some of them a good deal farther than that, including visits to the Continent very often. It encourages the study of Imperial history in schools and colleges and gets out text books for that purpose. It promotes the interchange of teachers between the Dominions. That is, of course, a matter that has already proceeded some way, and if it had not been for the war there would have been several teachers from Australia and other parts of the Empire teaching in these last four years of war in Ontario, but the war practically of course stopped most of this intended interchange of teachers. Ultimately, of course, on the same lines as this interchange of teachers, lies an object which is very difficult to attain and yet which we hope some day will be attained—some sort of standardization of service by which any teacher in any part of the Empire holding certificates will, without very much trouble and without very much red tape, be able to take a year or some months in a different part of the Empire in acquainting himself with it and with its possibilities and its special life. It affiliates schools in the pupils' correspondence scheme, by which pupils in any part of the Empire are put in correspondence with pupils in other parts. There are no less than something like 37,000 pupils now linked. It also links, of course, the different provinces of Canada together in this way, but specially we seek to link children in

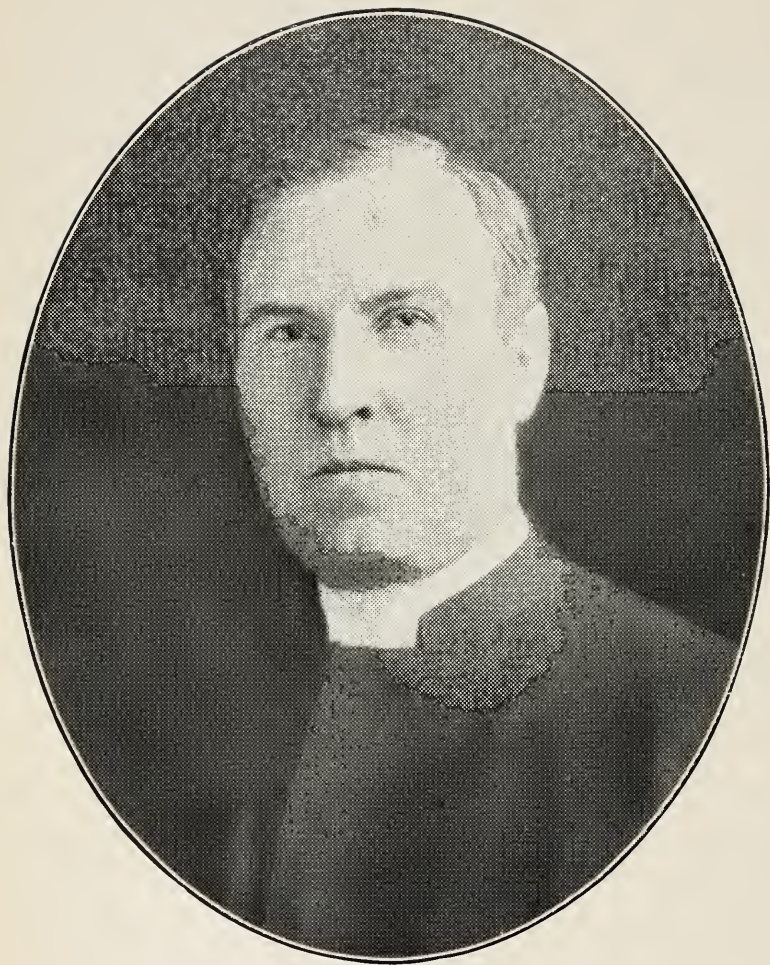
different parts of the Empire by this pupils' correspondence. It has brought departments of education together in an Imperial Conference and has held an Imperial conference of teachers' associations and has organized two Imperial unions of teachers. And there was to be an Imperial Conference, another matter which fell through owing to the war; there was to be such an Imperial Conference, the first outside London, in this city as long ago as 1916. It was put off, of course, by the war. It probably will materialize in 1921.

And finally in respect of these objects of the League, finally it is trying to extend its activities so as to increase that most essential object I suppose which statesmen or educationalists can set before them, to increase the *bonne entente*, the good feeling between this country, the Mother country and the United States; to increase the good feeling of the English speaking races.

One final point, the League of the Empire in London has had for a long time a club where teachers going over can read and rest, but it has only been a reading room hitherto and day club. Now, in honour of the war—in which war I would like to call your attention to the fact that 564 Ontario teachers enlisted, and of the 564 about the same proportion were killed as fell, in, for instance, the ranks enlisted from the University. Of those 564 something like 9 per cent. fell—47 were killed; in recognition of those 564 Ontario teachers, of the 47 who died, and all other teachers from other parts of the Empire who also enlisted, and many of whom fell—but I have not been able to give you figures this evening except for Ontario; we have not been able to get the Canadian figures yet—in recognition of those teachers the League in London is proposing to change its reading room into a real residence hall where teachers can find rooms, board and lodging on their visits to London in the summer and will not be, all of them at any rate, dependent on London hotels, which sometimes, in spite of their great number, are not sufficient in the busy months for all the visitors in the city. And they propose to establish there, to buy, if possible, a house with some historic name and some historic associations and to turn it into a residence club for the teachers of the Empire, bearing bronze panels with the names of the teachers who fell. I do not suppose that the teachers of Ontario, any more than any others, would like to take

advantage of that club without contributing also some proportion of the expense. And, therefore, with the permission of the Chairman, I propose to close these few words which I have said by moving a very short resolution to express the sympathy of this Association with the project of such a Residence Club and to assure the League that this Association will do its part in carrying the project through.

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HON. H. J. CODY, M.A., LL.D., D.D.
Minister of Education

ADDRESS OF WELCOME.

HON. H. J. CODY, M.A., D.D., LL.D., MINISTER OF EDUCATION
FOR ONTARIO.

The Hon. Dr. Cody was received with applause, and said: Mr. President, ladies and gentlemen, in years past it has been my privilege to address the members of this Association as a private individual. I never thought that the day would come when it would fall to my lot to offer words of official and hearty greeting as Minister of Education in the Province. But life is full of surprises, whether for weal or for woe. So to-night I have the great honour of welcoming you to Toronto at your annual session, on behalf of the Government of the Province. I want you to believe that the Department of Education wishes to keep in the closest possible sympathetic contact with the representatives of the teaching profession. (Applause.) I want you to believe that the Department of Education is not a soulless machine, but a very human brother. I want you to believe that it does not exist merely for the purpose of taking out regulations which you are to obey, but that whatever regulations are issued are issued after due consideration in order to help us to do our common work more effectively. (Applause.) I want you to feel at all times that you have the right of immediate access to those who may happen to be in charge at any given time. We are all engaged in the task of educating the youth of the Province. We need all the wisdom we can get from all quarters to discharge our duties aright, in view of the demands of the present and the prospective greater demands of the future. Nothing can be accomplished if there is suspicion or any element of antagonism. We have so much to do that it will need all the efforts of all men and women of good will in the Province to deal with our problems and solve them aright. From my heart, therefore, on behalf of the Department of Education and the Government of the Province I give you, my fellow workers, a most cordial welcome. May God by His Spirit of judgment direct you in all your deliberations, for you are engaged in a very high and sacred task which you cannot rightly perform without the

illumination of the eternal spirit that comes from the Father of light. May God richly bless you in your work and give you all needed cheer and comfort and guidance!

It is a good thing to meet together year by year, to renew old friendships, old acquaintanceships, and to talk over common problems or even to get away from the common problems. Sometimes you are helped in regard to your specific tasks by discussing something far removed from the educational problems with which you are wrestling every day. Whether you discuss definite professional problems or problems of more general interest, I trust that your deliberations will bring forth the fruits of good living and of good teaching. The issue, I am sure, will enure to the benefit of the boys and girls of the Province.

It is not my intention to-night to give you a statement of the general policy of the Education Department. I took occasion the other day from my place in the Legislature to give an outline of this policy. Various elements of it are already enshrined in legislation and in finance, and will presently be embodied in regulation, and applied in administration. I shall, therefore, try to give you a summary of what has been accomplished legislatively in the session that has just closed.

You are all aware that changes and developments in the educational work of the Province are effected in different ways. First of all, these changes are effected by legislation. We do not, happily, need a vast amount of new legislation in the Province, but we have needed some, and it was passed at the last session in generous measure. In addition to legislation there is the method of regulation. Almost every Act of the Legislature provides that regulations shall be made to carry out the principles embodied in the Act. It is an unwise thing to introduce too much of detail into a statute; it is better to clothe the Minister of Education for the time being, who is a responsible officer—responsible to the people of the country—with power to make regulations, which may be more or less elastic and which may be altered to meet changed conditions and fresh problems as they arise. A wide field is covered by Department regulations. Very considerable changes can be made, are being made, and will be made by regulation. Take, for example, all matters in connection with courses of study. Those are dealt with by regulation. They can be

modified as soon as the Minister of Education is thoroughly convinced it is desirable to do so.

The third method of development is to deal with text books. Our text books are a most valuable medium of service. They are meant to be used as servants and not as tyrannical masters. The teacher who is entirely the slave of the text book has scarcely realized the teacher's ideal. A vast deal can be done and is being done and must be done in the immediate future in the way of revising text books.

Further, we all know right well that the teacher holds the key to the educational position. Therefore everything that will improve a teacher's training immediately shows itself in improved methods of teaching and in better educational results. To improve teacher training the most careful attention is now being given by the Department. I am sure a number of changes, grateful and helpful, will be introduced before the next curricula for training institutions are issued.

But there is another very essential factor of advance. I am sure you have all come to the conclusion that a number of the educational problems confronting this country, and indeed every country, could largely be solved by an abundance of financial support. I am more and more convinced that an increase in the money available for educational purposes will overcome many of our difficulties, and make all the wheels of the great educational machine—or better, should I not say (for I do not like the term machine in this connection)—all the limbs of the great educational organism, move more readily and more effectively.

And lastly, I feel that it is the spirit of administration that is most vital in furthering all educational advance. What is the spirit in which the system is administered? I venture to say that you may have the most perfect system that the wit of man and woman combined can devise, but if it is not administered in the right spirit it will not be half as effective as a comparatively poor and inefficient theoretical system, administered with sympathy and humanity, wisdom and power. (Applause.) Naturally we want to get the best system we can, but let us not forget that the spirit is that which quickeneth and the letter may occasionally kill. You see, I have not forgotten nor have I removed myself from the sphere of Biblical ideas and Biblical phrases.

May I now draw your attention to two lines of advance—the line of legislation and the line of finance, as illustrated in recent enactments of the Legislature? (1) First of all, some necessary and helpful amendments were made to the Superannuation Act. That Act will always be associated with the honored name of my genial and esteemed predecessor, the Hon. Dr. Pyne. (Applause.) His services to the cause of education in the Province will never be forgotten as long as this Superannuation Act—however it may be developed—stands upon the statute book; and it will be on the statute book for good and all. In the very nature of the case an Act like the Superannuation Act requires modification and adjustment as new cases arise. We passed amendments to bring under the sphere of its operation those who are teaching in schools like Industrial schools. Such schools are really under the local boards of education, though they are not quite the same as ordinary elementary schools. The teachers in them ought fairly, being certified teachers teaching in the Province, to enjoy the benefits of this Act. There was another consideration raised. From time to time there were brought before me the cases of teachers, broken down in health or old in the service, who had been obliged to retire from service just a short time before this Act came into effect and who could not fall under its provisions. The Superannuation Commission must administer the fund according to the law. They have no discretionary power in the matter. They cannot put anyone on the fund who is not according to the letter of the Statute entitled to go on the fund. Naturally there will arise cases of real hardship, when by perhaps a small margin the legal qualifications have not been fulfilled; and there may be other special circumstances of hardship. I asked the Legislature that there should be given to the Minister, the power to grant compassionate allowances in cases of real need and desert, which did not altogether fall under the letter of the law. (Applause.) I am glad to say that the Legislature not only passed the amendment but voted a sum which I trust will be sufficient for the purpose. The members manifested the greatest good will toward the whole undertaking.

(2) The second Bill in relation to education was one reconstituting the Ontario College of Art. This College is housed, somewhat uncomfortably, I am bound to say, in the old

Educational Department building, beside the Normal School. It has been training our teachers in Art for years. About 1,300 of them have passed under its care. It is training many other pupils who are going out into the various branches of industry where designing is needed. Many of our best designers have to be trained in the United States. They sometimes come back to us here, and sometimes they do not; they stay over there. This Ontario College of Art is growing apace. It is under the principalship of Mr. Reid, one of our most noted Canadian artists. It needed more money. Its officials asked for double the sum they had been receiving from the Government. I felt that they certainly needed it and that they ought to have it. This is a growing and necessary work—necessary from the educational side, necessary from the industrial and artistic side. But we also felt that as the Government cheerfully assumed a much larger share of the financial burden of the institution, it ought to have the right to appoint a majority of the members of the governing body. Those who were promoting the College work gladly assented; and so we prepared a new Act, that reconstituted the College of Art and allowed the Lieutenant-Governor in Council to appoint a majority of the directors.

(3) The third statute of importance is that relating to consolidated schools. This is one of the methods, perhaps in the judgment of many the best method, of dealing with the difficult rural school problem. I do not say this is a panacea for all the ills of the rural districts. I do not say that it is practicable in every case. Therefore we have not made it compulsory. We do not intend to force it where it would not be the wish of the people in the sections involved. But I do think from all the evidence presented that the consolidated school will be a very potent factor in the improvement of educational conditions in the rural parts of the Province. We cannot estimate at the present time how great will be the benefits conferred. But it may not meet all our difficulties, and it cannot be widely adopted in an old and well settled Province, in a moment, or without a considerable amount of educational propaganda. The institution of the consolidated school means the permanent union of several sections. It may ultimately involve the establishment of the township as the unit of school administration. All of these things will have to be the

result of a campaign of education in the interests of education. Then when a step is taken, it is taken voluntarily and with the endorsement and judgment of the people. To win the judgment of the people is an essential element in any true democracy. You must educate the people to need and to respond. In this connection what we have done is to provide every possible facility for consolidation, either through the township or through the action of the school sections involved. Once the consolidation takes place (this is a new feature of this Act) it cannot be dissolved. It is a permanent consolidation. It has come to stay. Further, we propose by regulation to give certain grants on capital account for the building of the new school, if necessary, and also for the conveyance of the pupils. These financial considerations, added to the fact that the schools will continue to get all the grants they are already receiving, will, I think, make it easier to finance the undertaking; but it will require patience, courage and vision to carry this through. I profoundly believe in the future of the consolidated school, and I know from present enquiries that within a measureable time in every inspectorate in the Province we shall find one or more consolidated schools being erected. (Applause.) In order to carry out the consolidated school scheme you must have money. I am glad to say that the Legislature without any hesitation gave an initial grant of \$100,000 for the development of the consolidated school plan.

(4) There is another factor dealing with the rural problem, found in another Act. Sometimes the mountain will not come to Mahomet and therefore Mahomet must go to the mountain. That is to say, you do not always need to convey the children to the central point. Is it not possible sometimes to convey the teacher? This device may be used under certain conditions and in certain parts of our Province, particularly the sparsely settled districts of New Ontario. There you may find perhaps a group of children in one place having no instruction at all, and another group so many miles away that you cannot convey them to a central point except by a method of aeroplane! How are you going to deal with those scattered units, almost too few to warrant a single school? The obvious thing is to convey the teachers. A week at a time for scattered units is a great deal better than no systematic teaching at all. We have made provision for appointing peripatetic teachers where necessary.

(5) In this connection will you allow me to interject a financial element? I am dealing now with the rural school problem. The problem of salary in urban and town and village and rural districts alike is a vital one. The Legislature has made a grant of an extra \$250,000 for the express purpose of increasing the salaries of rural teachers. It is not to be given to relieve boards or townships from what they are paying at the present time; it is entirely for the purpose of increasing salaries. It will be given on such terms that boards will be stimulated to increase the portion of salary they themselves contribute. In the last ten years extraordinary advances have taken place in rural salaries by using this lever of an encouraging grant. I have no doubt that the result of this increased grant will be that the salaries of rural teachers in the Province of Ontario will very probably in the course of the next year be increased by at least half a million dollars. We have received complaints on the score of salaries paid to assistant teachers in the smaller towns and in the villages. That problem will receive consideration in due time. But the problem of the country school is most urgent, and is linked up with the problem of the consolidated school. Therefore these two problems had to be dealt with at the same time. So much on the subject of legislation and finance for the rural schools.

(6) The next Act was an entire recasting of the Compulsory School Attendance Act, formerly called the Truancy Act. We abolished the title "truancy" with its flavour of criminality and substituted "School Attendance." We changed the name of the Truancy Officer to School Attendance Officer. We placed his appointment in all urban municipalities in the hands of the educational authorities and not in the hands of the police authorities. We left his appointment in townships in the hands of the township councils. In addition to that, we have made it compulsory that the urban municipalities and the townships shall appoint a school attendance officer. (Applause.) No act works by itself. We shall therefore appoint a Provincial School Attendance Officer, whose whole business it will be to go up and down the Province seeing that the provisions of this Act are carried out,—(Applause)—bringing the matter before the attention of Boards. I do not think that the school boards in the Province, speaking generally, are unwilling to obey the laws. They need to

have the matter put before them. I think they are ready always to meet a reasonable proposition when it is fairly and reasonably presented. The Provincial School Attendance Officer, in addition, may be charged with the duties of a public trustee in unorganized districts, where there is no municipal organization at all, and where there are not enough people to form a proper school board. He may aid the inspectors in organizing school districts, establishing schools and doing what a board of trustees should do. That is a very effective and essential feature in the Act.

(7) Perhaps the most radical and far-reaching measure passed this year was the Compulsory Adolescent Act. This Act, I venture to say, is one of the best adolescent compulsory attendance acts in the world. It has all the good points of the Fisher Bill, the Scotch Education Bill and the excellent adolescent acts in Pennsylvania and Wisconsin. Remember, it is an extremely difficult thing to draw up a proper Act of this kind for the varied Province of Ontario, with a great rural population as well as urban population, and with a vast territory, part of which is very sparsely settled. People who cry out for speedy action scarcely realize the practical difficulties in the way of bringing these measures into actual effect. The burden of the Act is that the full time age is to be normally for adolescents from 14 to 16. Every child must either be at school or at work from 14 to 16. (Hear, hear.) No loafing. The work permits are given under the most careful safeguards. Where there are in operation part-time schools or specialized schools, such as technical, industrial, agricultural or commercial schools, even those who are at work will have to spend so many hours at school. They won't work all the time. They will have 400 hours of schooling. Part time courses will be continued for those between 16 and 18. In the nature of the case every sensible man knows you cannot enforce such an Act at once. You must allow time enough to have a supply of proper teachers and to have proper school accommodation. What would be the use of raising the school age from 14 to 16 if you are only going to send the boy and girl back to the same school to go over the same subjects? The raising of the school age is linked up with the provision of the proper kind of school to which the adolescent may go. We are launching, as you know, an energetic campaign in the Province to provide that kind of school. We have now the money to get the kind of school we want. We have the law behind us,

which will be put into force just as soon as it is practicable to do so. It will behoove us all in the Department, through our inspectorate, through our school boards, through our inspectors and teachers, to push on as fast as possible the necessary preparations for the bringing into force of this Adolescent School Act. (Applause.) That is one of the most important pieces of legislation passed at this recent session.

(8) Some modification was made in the Public Libraries Act, the gist of which is to permit councils to give for library purposes more than they gave in the past up to a certain fixed rate of taxation. Some municipalities have said that they would like to give more for library purposes, but that the Act prevented them. We have sought to remove any barriers upon the liberality of municipal councils.

I perceive that some of you think there will be no danger of this liberality leading to excessive expenditure! It will be the duty of public library boards to stimulate public opinion so that adequate support may be given to what are really the people's universities.

(9) Money was granted for the carrying on of a medical and dental survey of the schools of the Province. That will be launched immediately. We hope by the end of the year to have knowledge of the facts of the situation and to have induced a greater number of the municipalities in the Province to provide the necessary medical and dental inspection of the children in their local schools.

(10) We have made it perfectly clear that a township can give as much money as it likes to any rural school section. The clause of the present Act which mentions \$300 for a principal and \$200 for an assistant, is only a minimum. No council need now be under any legal uncertainty as to whether or not it cannot increase that grant as much as it pleases.

(11) The Lieutenant-Governor in Council is by an enabling clause empowered, whenever it is thought fit, to establish in the Province for the training of first-class teachers and High School assistants, a College of Education, under the immediate direction of the Department. I am not prepared to say how soon this will be acted on. But it is, I think, unwise that any state should divest itself of its duty of training teachers for its own schools. No matter what agency it may use for the training of teachers,

the state is ultimately responsible and it cannot pass over its responsibility. The real problem is to find out what is in the best interests of efficient teaching and of the schools of the Province. Other interests are of secondary importance. (Applause.)

I have now given a summary of the legislation that has been passed and some of the grants that have been made. I might further mention a large grant for technical and industrial education. The amount available for this purpose will be considerably increased when we get the subvention from the Ottawa Government. There is also a sum of over \$70,000 voted for the development of agricultural teaching and manual training and household science in connection with the schools, especially the rural schools. Altogether this is not a bad record for the last session of the Legislature. (Applause.)

Before I sit down I would like to say a few words about one of the Departmental Officials, now gone to his rest. As you all know, one of the most outstanding figures in the educational system of this Province for decades was the figure of the late Superintendent of Education, Dr. John Seath—He was a man of ripe scholarship, a man of wonderful knowledge of both the theory and practice of education; a man who was an encyclopaedia of educational information, a man who was one of the best authorities on technical and industrial education and organization on this continent. You know how forceful in character he was. You also know whether you ever had any personal differences of opinion with him or not, that he always fearlessly sought to do what he believed to be in the best interests of the schools of this Province. (Applause.) A strong man may often have the limitations of his strength, but you will join to-night in paying a tribute of honour and respect to the memory of a great scholar, a forceful character, a man who gave himself unstintedly to the educational work of the Province.

During my term of office I had not many opportunities of close conference with him. As you know, I had to go overseas at the end of August, and when I came back in November, Dr. Seath, as one could see, was a stricken man. I urged him most earnestly to take a rest. I asked him to go South and have a holiday; but he felt he must remain at his post as long as he had strength. He came down to the office and sought to do his work as long as he was

able to drag one limb after another. I saw him very shortly before he passed away. His last thoughts were about some changes or modifications he wished to see made in connection with the training of teachers in the Province. His work was with him to the end.

I have made my words of welcome I fear longer than I had intended. May I close as I began, by giving you a hearty greeting and wishing you every success and blessing in your deliberations. (Applause.)

EDUCATION FOR THE NEW WORLD AFTER THE WAR.

P. P. CLAXTON, D.LITT., COMMISSIONER OF EDUCATION,
WASHINGTON, D.C.

Mr. President, fellow craftsmen, and fellow citizens of the new democratic world—(applause)—I know where a good part of the audience is to-night, and I know where you would like to be—and I confess I should like to be there with you, welcoming home the returned soldiers who have done their task. And I should like to see them marching under their banners, for it is true that Old Glory and the Union Jack have waved good will a hundred years across our common border land. (Applause.) And we take off our hats and give our cheers for your flag as you do for ours. (Applause.)

It is a great privilege and pleasure for me to be here in this good City of Toronto. I have been before, a number of times, in your Canadian country; I have slept through a good part of it quite frequently. (Laughter.) And I have been in some of your cities, and I have visited some of your schools, but never before in this good City of Toronto, the University, but I come to it as on a kind of pious pilgrimage, because one of my teachers lives here, one from whom I have learned much of the little that I know about education. He was for many years director of your schools, and he was the teacher of thousands of us in the States. He is present here to-night. (Applause.) I hold him among one of my masters.

Figures do not mean much to me. I frequently think of the man who said his father had a hundred sons-in-law, himself and the other two. (Laughter.) Properly arranged one and two naughts are a hundred. (Laughter.) I have read the figures about this great war. When it began, I thought immediately, and I began to use a figure of speech familiar to you, I suppose. When the great all father, the great god Odin was wandering through his universe seeking wisdom wherever he might find it, through all the nine worlds, and finally enquired of the Valhalla as to what should come in the future, he was given to see a vision of the gods, of the time when the forces of evil and of good should

come together in battle on the middle plane, the earth, and should do battle finally, and should be swallowed up in fire and in flood. And then he asked, "And what shall come after?" The Valhalla said: "A new heaven and a new earth in which shall reign the gentler gods, and on which shall dwell saner men." It looked to me as though that was the thing that was coming. And the destruction that has been wrought would indicate that it was.

I have read the figures of loss of life, health and cost in money. Figures, as I said, mean little to me until I can visualize them. And a few nights ago, I decided that I would visualize and see just what it meant. I had read that day, Secretary Baker, our Secretary of War's estimate of the number of men killed in battle or dying immediately from their wounds received in battle, and it was 9,000,000. I am told since that it was 10,000,000 more nearly. But on the basis of the 9,000,000, which is just 9 and six naughts in figures, but what in men? In order to visualize, I put the men in columns of fours, in open ranks as they would be if they were marching in review down Pennsylvania Avenue for the President to review them. And I put them to marching, since dead men can march all the time as well as at all, night as well as day, night and day, day and night, sixty miles every twenty-four hours, and I stood and watched them go by for forty-five days, and the first of the column was entering San Francisco as the last marched out by the Capitol and the White House on Pennsylvania Avenue. These were those who fell in battle or died of wounds received. And then of those who met their death indirectly as the result of the war, who died of disease, men, old men, driven out, women who died and little children who died of starvation, and I see now the number marching by as the others did, sixty miles every twenty-four hours, in columns of fours in rank, they marched by for two months and a half. And then came a long line of crippled men with their arms off, with one leg, with their bodies wracked, or they were diseased, their diseases having been contracted in the trenches and elsewhere in the camps and during the war, and for three months they marched by, sixty miles a day. Then came the line of the fathers whose sons had gone, on whom they had depended for support in old age, and wives whose husbands had fallen, and children left fatherless, and the young women whose future husbands fell in battle and never returned. For four months they marched by. For twelve months,

one good long year, in columns of fours, sixty miles a day, did they march by—the dead, the dying, the diseased, the crippled, and the broken hearted.

And then I said: "It costs some money." I had read the figures 206 billions of dollars of direct cost and its 44 billions or more of indirect cost of devastated France and other things of the kind. But what is 206 billion dollars? It is 206 and a good many naughts. Not having had that much at any time, I tried to estimate what it would be. And in order to make an estimate, I loaded it up on a freight train and I put thirty tons on each car, 60,000 pounds coined silver. And then I loaded the trains of cars and attached them in trains, twenty cars to the train, sixty thousand pounds, thirty tons of silver—pretty good capacity for a freight car—in each car. And I sent them going by me, one every ten minutes. And on it went, and before it was out of sight, another came. One hundred and forty-four every day and night, and I stood and watched them go by. Just to make it turn out well and know exactly how it would go, I turned back the time to the first of January, 1919, and started my succession of cars, and I watched them go by through January, and February and March and April, through summer and autumn and winter to January 1st of next year, and then I watched them during 1920 and during 1921, to the end of the year 1922, and for the first 29 days of 1923, and until 11 o'clock at night of the next day. Four years and 29 days and 23 hours it took those trains, loaded with silver dollars, 60,000 pounds to each car, and 20 cars to each train, a train every ten minutes, 144 a day. And if you will add to it the 44 billions of indirect loss—if that be about right—it will take the rest of the year. Full five years would it take it to go by. Or if in 1914 you could divide all the wealth of the world, could have cashed it into dollars, all the real estate at its full value and all of the houses and all of the railroads and all of the personal property, and all that the human race had accumulated and added to its original value of the world in all of the thousands of years past and laid it out before you, you would have taken out one dollar of every three. And that is the cost of the war. One-third of the wealth of the world!

We in the United States did not pay much comparatively; we only paid the price of seven of our great States. And we are taxing ourselves at the rate of North Carolina and

Tennessee every year. Those are the two States I know best about. That is what we are raising this year. It is the price we paid for something—what? It is a burden that we have put on ourselves, somebody has—not for this generation alone, but for generations to come. What is a worthy aim for a thing like that? What is it that the human race can afford to pay a price like that for? Only one thing, I believe, or two. And we in the United States have interpreted it in the terms of the words of our President, who spoke not for himself, but who spoke the heart and mind of the people of the United States, when we finally knew what the meaning of the war was. And when we went into it with unanimity such as we have never gone into anything in all of our history, he said, “That the world might be safe for democracy; that all peoples might be free.” He might have borrowed Lincoln’s words, Government “of the people, by the people, for the people” shall extend to all of the earth. And he used another phrase not so common yet, but it will become common as the years and centuries go by—“For the democracy of the nations.” For us and for you, I suppose democracy is summed up in this statement: “That all men are created equal, that they are endowed by their Creator with certain inalienable rights among which are life, liberty, and pursuit of happiness.” And we have been willing always to risk our lives, our fortunes and our sacred honour for that principle. And for none other have we been willing to go to war as a people, whatever factions may have been among us. It is for that purpose that we entered. Now, it shall come to you, is coming to you now, that it shall be understood that all nations are created equal with certain inalienable rights, among which are national life, national liberty and the pursuit of national happiness, and with us, theoretically at least, as with you, it does not matter whether the man is rich or poor, large or small, high or low, cultured or uncultured, so long as he has the power of self-restraint and has learned that lesson which is illustrated by the story of the man on one of our streets of one of our cities on a cold day going down street taking his exercise, getting up his circulation and his temperature at the same time. A man approaching him was struck on the nose and protested, but the first man said, “Is it not a free country? Have not I a right to do what I please?” “Yes, it is a free country, but your rights end where my nose begins.” Now then, if a man

has learned that principle that there can be no freedom and no pursuit of happiness unless you regard the freedom and protect the happiness of other people, then he may be free and our democracy.

And so it shall be among the nations, that every nation is born, is created equal with certain inalienable rights, among which we specially mention life, liberty and purpose of happiness, whether the nation be great or small, whether it be rich or poor, whether it be strong or weak, so long as in the pursuit of its happiness it does not interfere with the happiness of others and knows that its national rights end where the rights of other people begin. I believe that is a worthy object, and the price is not too much. It was a pity we had to pay it in that way, but it is paid, and God said, "I am tired of kings with the autocratic idea of ruling by divine right when it is so infernally wrong. (Applause.)

What is necessary if we are working for freedom? A hundred years ago there was living in one of the little free republics of the countries of the world at that time, a school master. Judged by what he accomplished I think the greatest of all men who have lived in the world for 1,800 years. A man who only asked that he might be a school teacher and that he might be able to help people by helping them to help themselves, because there was no other help. And you remember his prayer: "Would God some archangel would fly through the hills and valleys of this country and proclaim in thunder tones: There can be no freedom without the education of man." Pestalozzi went to see Napoleon on a certain occasion. He cooled his heels for some days and Napoleon said he had no time to waste on A.B.C.'s and school teachers. But of the two men of that day—great as great Napoleon was—the one who was waiting to be heard and could not was by far the greater man, who knew the power of construction of the human mind.

There is no way to help any people except to help them to help themselves. Feed a hungry man to-day and to-morrow he is hungrier still. Bury a pauper to-day and to-morrow another dies that must be buried at the expense of the state. Pension a man or a group of people, and the longer you pension them and carry them the more helpless do they become. They lose strength and power and initiative and self-dependence. In this new age

there can be no freedom without the education of man. And therefore having finished, as these men have who have returned to-night, the great task of driving back the enemy, having finished that surgical task—you know the trouble was that the world had been suffering from a great case of vermiform appendix or appendicitis is what it was, an outgrown institution that the world had swept up and left there, all ancient feudalism and all ideals that the world had outgrown, and it is gone and freedom is given to the world as a result.

Now, then, our great task for which we should be willing to pay as much as we paid for the possibility of freedom is the establishment of freedom through education. And what shall be that education? What shall be its type, and to whom shall it extend? To all! That is the first proposition that I submit. That in the future we shall not think of the education of any group or class of people, but the education of all, alike. All equally. If democracy has any real meaning that is practicable or practically any one that is worth working for, it is that. I have tried to make for myself a working definition, and this is the best I have been able to do, that democracy means equality of opportunity. But listen, there can be no equality of opportunity except through equality in education or of opportunity in education. If in the City of Toronto any child, boy or girl, is permitted to grow to manhood or womanhood without opportunity for that education which will best develop its qualities, its powers, its tendencies, and fit for good living, give to each sweetness and light and understanding of things about it, fit it for the duties and responsibilities of citizenship imposed in democracy on all alike and for making a good honest living by some kind of intelligent, skilful work at which it can work joyously, put its life into it, then there is nothing, if it is permitted to reach manhood or womanhood without that, there is nothing which you and I can do, nothing which the individual or society or state can do, nothing which man or eternal God can do, that can ever make good that loss.

Thomas Jefferson ought to have written in the preamble of the Declaration of Independence, among the inalienable rights there, he ought to have written the right to education, and he did. Because I know Jefferson well enough to know that he did not mean by life merely the life of the beast, but he meant human life. He meant not the liberty of the wild ass of the desert, but

he meant liberty guided by reason, impelled by ambition and restrained by an understanding of principles and by the pursuit of happiness. He did not mean the happiness of the pig lying fat and groaning in the sun, but he meant the happiness of divine discontent for the spirit of man who is poor in spirit ever striving for the thing that is highest. We have not all caught the idea yet.

In Cincinnati a few years ago, a director of a paper came to me and said: Mr. Claxton, what do you think of our plan of educating the masses of the people and of the possibility of their attaining and making them discontented. And he said, "Is it not terrible?" And I said, "Would not it be terrible if it were not so—poor in ideals and in aspirations and hopes that you have not attained to yet?" I said to him. "And would it not be the greatest tragedy in the world that a man should be born into the world and live through it and die out of it without knowing the divine discontent which drives the race upward and onward?" It would be. (Applause.)

In our plans for education we must not forget any. There can be among us in the future no forgotten man. There must be no abandoned outcast woman kicked on to the dunghheap of humanity to rot forgotten. There must be no lost waif of a child. We must find the means somehow to give to every child, regardless of its conditions, of its parents, the opportunity for whatever education it can take. (Applause.) For whatever development is proper for it or understanding for understanding its duties in society and performing them, and for living happily through making its own living.

The second proposition is this: That it must take into account physical education, and the health of the children. In the United States we are told that 300,000 children die every year, children not six years of age, who need not die—that many who need not die. Children who are born with strength and vitality. If they had proper care, if the slums of the city were once cleaned, if parents knew how to look after the health of the children, and to feed them and to clothe them and to care properly for them, if we understood sanitation well enough to practice what we understood, these children might live. Three hundred thousand there are of them. If any country in the world were to cross our borders and bayonet 300,000, we would bankrupt ourselves for generations to come, to drive them out. But these

children are just as dead as if they were blown to pieces by shells dropped from flying machines in the heavens, towards which they are taught to pray, as if they were bayoneted by the heartless and brutal soldier. Some day we will understand that, and it will come to be understood to be a fundamental right of the child to its life until the time comes when it knows how to protect its own life, and it will be understood as part of the great educational system of the country. What can your schools be if they die in infancy and early childhood anyway?

Then we found in our draft, what we had said we would never submit to; America would never submit to having a Government come and put its hands on the shoulder of a young man and say: "You go fight and die." But when they understood what it was for there were not a thousand men in the United States, as far as I know, who were not willing to go and who did not go willingly when they were asked. (Applause.) But we found this: That thirty-seven per cent. were not fit to go. Out of our twenty millions that we were getting ready to send if necessary, there would have been some six or seven millions of them who were not quite fit to fight—who were not strong, who had some kind of disease, incipient or otherwise, who were underweight or lacked the necessary strength, who had not had the proper care and had been permitted to grow to manhood age without reaching manhood vigour. That was some loss to us. From among the 4,000,000 that we did send into the campaign, half a million went but had to go back again. And that cost us some millions of dollars to bring them over and send them back again. And this emphasized, no doubt as you had it emphasized to you, the importance of the care of the health in children. I said to-day in a certain meeting here to the Trustees, that it was the business of the trustees of schools to look after the building of the schoolhouse, after its sanitation, after its heating and lighting and the dust problem and other things of that kind—that it is not quite fair to the child nor is it just to the State that the child going to get itself prepared for life should find its death there, or going to get its strength for life should have the seeds of disease sown in its system so that when it grows to manhood or womanhood it becomes an invalid, without the strength, without the vitality, condemned forever to stand shivering on the brink of action because they have not the physical strength to

plunge in and breast the stream, to do the work of a man, to bear the burdens of a woman, and travel across the great plateau of life down to good, ripe old age. (Applause.) And more than that, that they give them such physical training, such exercise, whatever it may be, as will give them command of their muscles, so that the body will be a ready and effective servant of the will, skilful in every action that they would undertake. We have neglected it in the past. We have thought, perchance, that the important thing in education, the all important thing in education, was doing lessons in books. You have read, as I have, the story of the Bonnie Brier Bush, and you remember when Jamie, who went away and took a double first, and came back with a hectic flush in his cheek, and in a few months they buried him under the Bonnie Brier Bush, and parents and neighbours gathered about him in their proud sorrow. I thought it might have been as well for Jamie, may be as profitable for the country, if he had not taken more than one first, or if he had been second, if he had come back to live to put his knowledge into effect and make it do good for himself and the others.

We have learned more than we knew before that body and soul, if not one, are closely linked together, and one the servant of the other, and may be the other somehow or other the servant of the one. Man is individual and cannot be divided and we should not think of division. That is part of our education. We in the United States are beginning to understand it. There is a Bill pending now providing \$20,000,000 out of the treasury of the United States merely to co-operate with the States in physical education. \$20,000,000 sounds rather large. But there was another Bill pending that would have meant \$342,000,000 a year on a type of military education or training which we did not believe in this state would be quite as good. In fact, I believe we have learned in this war that the thing necessary, the vocational education for the soldier, is not necessarily the military discipline of the camp so much as it is knowledge, understanding, power, initiative and physical soundness and control of his body. And quicker than he can learn new forms of warfare, the old forms pass away. (Applause.)

And next, it must be vocational. I have come to believe that Pestalozzi was right when he said—and I turn the cart of educa-

tion around: I will make these people intelligent about the life they live, and the work they do.

Some of you have read Hawley Smith's books of children and of people, and you remember the story of the Irish engineer. Hawley Smith came out one night from his hall where he had been lecturing and he met there a man who had come to hear him, and he got on the train with him. He was an engineer whom he had known, and for 150 miles that night through the darkness and the storm, around the curves and across the bridges with flooded stream under it, he drove his engine with 100 men in the sleeping cars behind him, and to a second of time he came in. It was the night before the election, and the next night the man came to hear Smith lecture, and he went out and said: "I liked your lecture, but I did not like your definition for education." Smith said, "What is your definition of an educated man?" He said, "A man who is on to his job." I have come to believe that the man is not really educated until he can do a thing that he does intelligently. That is what makes the difference between the slave and the freeman anyway. All people who have lived in slavery and have had the lash of unrequited toil laid on their backs, who have done things by imitation in order that they might live, as soon as they gained freedom and education think it is to relieve them from this kind of labour or from another kind. Down in Mississippi a negro said some years ago to his master, who had returned from the legislature which had had a discussion of the immigration commission: "Boss, what is this I hear about immigration commission? Does it mean you want to get more white folks than negroes? Don't you know there are more white people now than we negroes can make a living for?" (Laughter.) Well, not an unusual idea, A little earlier in the same state a negro boy was asked what he was studying for, and he raised his hand and said, "to get office." About 250 years ago there was written in England a book with this title, "How to prevent the over production of scholars in this isle." And in the pages of the book the author said: "There are already more learned men in these isles than the people can support." (Laughter.) In a school down South in which I was interested and of which I was supervising principal, I said one day to the principal of the school, a young woman, "These children are going to follow the pursuits of their

parents very largely." Their parents were gardeners and little store keepers, shop keepers and brick makers and brick masons and workers in the factories and on the streets, and their mothers took in washing, and did the home keeping and things of that kind, and I said, "We ought to make them intelligent about these things, whatever else we do." And she looked at me with a look of pain on her face, and she said, "Mr. Claxton, don't talk to me like this; it breaks my heart to think of those children following the occupations of their parents." I said, "What do you want them to do?" and she flushed and hesitated and paused and said she wanted them to be missionaries to the Indians. (Laughter.) A good thing to be. I thought, God pity the Indians when they got there. I knew them. (Laughter.) But you cannot all do these things. Then it came to me like a flash of inspiration, the last prayer but one of the great Teacher of all, "Father, I pray not that Thou shouldest take them out of the world but that Thou shouldest keep them from the evil."

And I said, "That is the business of the education of the school, not to take the children away from the occupations of the parents"—these occupations that are useful, of building houses and paving streets and manufacturing raw materials into the things that we use, and producing food and clothing and other things of the kind. These things must go on. It is the business of education to free us from the evils of doing them as slaves without understanding, merely by imitation. (Applause.) It is the business of education in a democracy to teach them so that they may understand these underlying principles, these great limitless forces of nature, so that working with them and controlling them they may produce and transform; to cultivate their imagination so that they may follow the product of the work, the labour of their hands, out into the great world, across the seas and see them feeding, clothing, sheltering, ministering to the welfare and happiness of their fellows over the world and coming back in rivulets and rills and larger streams in gold exchange, the product of the labour of the hands of other people for what they themselves have done. That is what it is to free them from the evil of it.

Now, education is not education until it becomes vocational. It is not in America. It is not in the United States and in Canada, whatever it may be elsewhere. There are countries,

there have been more countries, in which it is considered desirable for one to be able to eat his bread in the sweat of another man's face, to lay on another the blush of unrequited toil, by some kind of unearned increment, to lay it over the others. But it is not true in the United States or in Canada. Is it? (Voices: No, no.) Some years ago a man, who happened to be from England, came to our country, the United States, to study us and he went back and made this as part of a report: "In Europe, we work hard, if it must be, in order to get money to obtain leisure that we may enjoy life. In America they enjoy their work and do not care to get the leisure." (Applause.) That is, work and life are one. And the education that fits for life must fit for work. Oh, they have called both you and us money grabbers. But we have an ideal like one of our Americans—Pardon me, this is not boasting. It is just the truth I am trying to get in for the sake of a certain principle I am trying to get to after a while. There was a man named George Peabody, a poor boy, brought up in one of the New England States, who came to Baltimore and became a merchant, and then went to live in London. One time, in a great crisis, the London bankers demanded of him \$4,000,000 when it could not be raised. He walked up and down his room like a lion, and said, "I dare them to break me. Little do they know what I am working for." It was not that he might have money. When he died and before, he left the city money to build houses for the poor people; left for the Southern States, after the war, when they were in poverty, \$3,000,000 to start their public schools and to inspire and help them. It was for that purpose, and it was about true what the Frenchman said of us; "Why. American millionaires go about like roaring lions, seeking what they may endow." (Laughter.) To see what it would endow. And we have worked for that until we have gotten joy in our work. We had a continent to conquer here and we have conquered. We have worked at it and worked. There is no reason why vocational education should go not only to us but to the world. Do you remember those cars filled with silver dollars, 60,000 pounds to the car and 20 cars to the train and a train every ten minutes and 144 trains a day for five years, if you take in the indirect losses. That has got to be replaced. That is wealth that we were saving up. Every nation in the world until now has lived below the dead line of poverty.

Not a single people in the world has ever yet been able to give to all of its men, women and children, good homes to live in. There is no country in which children have not been born in cellars and crowded into garrets and played on the back streets in the slums where the fires of hell burn hot and furious and have never been quenched. There is no country yet in which children have not died of poverty. There is no country yet where mothers have not had to work when they should have been at home getting ready for the birth of their children, or after children were born, caring for them; but they have had to leave them alone or in the creche or elsewhere while they went out in order that they might make food and clothing to keep life in their body. No country yet that has had money enough to clear its slums out and build good homes out in the country. No country yet that has been able to build its highways, to bridge its streams, so that there would not be found any poisoned wells of mud and water whenever there is rain and snow and thaw after it. No country yet that has been able to maintain its schools and send all of its children to them, to pay its teachers and pay its preachers. None yet that has ever lived up to the idea of wealth, I mean accumulated wealth enough and been able to distribute enough to train physicians and others to care for the health. Some of those 300,000 children that I referred to die because there is no well trained physician within easy reach who can come. There is a physician but he does not know, he is not well trained. We are all living yet down beneath the dead line of poverty. For the first time in the history of the world a few nations are beginning to rise above it, and we were among them. Most of the nations of the Orient and some of the others, were among the nations that had begun to think of giving decent homes to all of their people, so that there might be a house with rooms in it for every family—parlor and sitting-room and dining-room and bed-room of some beauty and attractiveness about it. We had begun to think of educating all of the children, not only through the primary grades but through adolescence and up to manhood. We had begun to think of establishing institutions of research. The States had not quite come to it yet; but a few of those men who had accumulated money—men like Carnegie and Rockefeller down in the States, and others that you could name—had given of their millions that

they might have an opportunity of founding institutions for scientific research, that we might have something of truth instead of mere tradition to teach in our schools and for the health of our people. But we squandered a third of the wealth of the world in buying freedom and safety for freedom and democracy throughout the world, and it is going to be necessary for the next generation to work wisely. But what has education to do with it? If I had time I should like to tell you, but I have not, and you would not have the patience. Let me say this: that I can prove to you that of the two hundred and fifty billion of dollars, the wealth of the United States, that ninety-nine and nine-tenths is due to the education of the schools, coming directly and indirectly for and through them. (Applause.) May I put it to you and be just a teacher for a while? If I had a blackboard I could make it plainer. There are three factors which multiplied together determine the wealth of any country. They are: (1) natural resources, fertility of soil, value of forests, climatic conditions, position, mineral wealth and other things of that kind; (2) the native ability of the people, whether they are tall and strong, three-storey mansard-roof heads on them and vigorous, or whether their constitutions have been worn out by the follies and vices of their ancestors and they inherit these; and (3) the acquired intelligence and ability of the people, the thing that you call education. Now, the first two for any country and people are fixed. You cannot by Act of your Legislature change the climate of Ontario and make oranges grow where your pines are. You cannot by act of city board of aldermen, or whatever you may call them here, change the native ability of your people. Only through the slow swing of centuries can you add a little bit to native ability of any race. By careful living and virtuous living probably you can. Those two are fixed. Let us call the first 6 and the second 4; 6×4 is 24. Your third principle is education. Suppose it is 1. $6 \times 4 \times 1$ is 24; if it should be 2. $6 \times 4 \times 2$ is 48; if it should be 3, $6 \times 4 \times 3$ is 72; if 4. $6 \times 4 \times 4$ is 96. and 5 is 120 and 10 is 240, and the formula holds without any exception, and nobody has yet found a limit of what you can make of that third factor. (Applause.)

A few years ago I was asked to go to a great agricultural college in Kansas and make the commencement address, and the President asked me what I would speak on, and I said. "On the

value of the land." I thought that would fit the farmer, and he introduced me, and gave a discussion on what he found out about the value of land. And it was not at all on my subject. I said finally that the value of land depends on the people who live on it and their intelligence, and that is all. In Kansas I had a good illustration. About 1894 the people moved out of Western Kansas. It had been rather densely settled or thickly populated, but people had moved away from that dry country. But the Department of Agriculture went to work and discovered a process of dry farming and lands which were worth \$5 an acre became worth \$25, and the discovery by the Department of Agriculture multiplied the value of the land by five. Down in my own State I know some land which was sold, 6,000 acres of it, for a rifled gun and 300 acres for a hound pup. (Laughter.) I was told by a judge of the court that he had seen both deeds. I suppose the same man bought them both, rifled gun and hound pup, and fed it up for making a living. All he could see on it was white sand. It is known as poor barren land. But a man trained in the schools came down with a group of men and they looked through the sand and through the sandstone and discovered down there the underlying layers of coal and iron and limestone side by side, one over the other, and they are worth \$6,000 an acre. And then other men came in with dynamite and compressed air and drill and the miner's safety lamp, invented by some chemist; others came with the knowledge of smelting ores and making iron—all of them trained men, and the 6,000 acres worth a hound pup and a gun came to be worth something more. I know that you want to see Niagara Falls roll, and it rolls beautifully; but men with engineer training saw the possibility of a winding dynamo and a turbine wheel, and falling water, having it so carefully made, by mathematical formula, there is no water lost and no friction, and it turns into electric power gathered from water out of the air somewhere, and fed along your wires here to this city, and I am told across to Detroit. Was it the illiterate man or was it the education of the schools that turned Niagara Falls into power to light your cities and take the drain off of human muscle? (Applause.) You know what it was; but I have a better illustration. In my own State of Tennessee, the Tennessee River, before the Moccasin Bend, runs over the rapids. It was known as the Sud, and it had been in the way ever since

the first raft went over it carrying settlers down to the Cumberland River. A few years ago trained engineers, men educated in the schools, came down and harnessed it up, built a dam across it, put in turbine wheel and the dynamo and it is now worth \$750,000 a year; and the boats can go up and down now without loss through the lock in the dam.

In the City of New York some land sold a few years ago at the rate of \$33,000,000 an acre. It is said that the whole island was bought once for \$28. I never believe they paid it all. (Laughter.) What made the difference? Why was that piece of land worth \$33,000,000 an acre? I will tell you why. A group of educated men had built railroads out from there and they come there as spokes in the hub of a wheel. Men taught in the schools, made canals, and they made steamboats to go up the rivers and across the canals, and steamers carry freight from that harbour to all parts of the world; and all were built by educated men. Other educated men have learned to take structural steel and build the office building fifty storeys high and others have made surface railways and elevated railways and the submarine, or underground railway, and people can go and come. And the intelligence, education—not native ability—the acquired ability of the schools made one acre of that island that was bought for \$28 worth \$33,000,000, and you could not buy it for \$50,000,000 to-day. I need not pursue that.

What has education to do with making wealth? It has all to do with it. And some education that we don't think as national—ability to read and write, the knowledge of arithmetic, of the multiplication table, some knowledge of geography, knowledge of the markets of the world, a little bit of the knowledge of the fertility and chemistry of the soils and how to treat different soils, the life history of plants and animals and how to cultivate them and protect them against disease, how to make balanced rations for your children in the home as the husband does for his pigs out at the barnyard, so that with the least possible expenditure of energy for digestion you may get the largest possible energy out of the food you eat at the lowest possible cost. These things come to you. I need not go into the details of trade and industrial and commercial education.

Last of all—not quite last—our education must fit for citizenship. In our democracy duties and responsibilities of citizenship

are imposed on all alike. None can escape without shirking his duty. And democratic government is government by public opinion and popular sentiment. All our officers are not by divine right but they are hired servants, whom we hire to look after public business while we go about our private affairs. And the public welfare is bound up into the private weal of everybody. It has been difficult until now. But with the League of Nations and with yourself as part of the great group of peoples working together, with our splendid isolation, as we boasted in the United States, gone, when it comes about a hundred years after the first steamship crossed the ocean, when the flying machine will probably do it in twenty-four hours or less, when news goes instantaneously from one part of the world to another, when we are all one great society, when whatever is done by vote somewhere in a backwoods' settlement or down in the slums of the city will determine the policy of the state and the nation and the destinies of the world, it becomes important that all shall be educated for citizenship. It becomes important that all shall be educated for citizenship.

Do you know in what narrow balance, sometimes, hangs one policy or another? A few years ago we had an illustration of it down in Tennessee. We were electing the President, and there were great issues at stake as to what the nation would do under certain conditions. And we waited for a week or was it ten days or more before the defeated candidate would acknowledge it. What were we waiting for? We were waiting for the stage coaches to bring the report of some ballot boxes in little out of the way valleys up in Northern California to know who the President of the United States would be, what the policies of the nation should be and thereby possibly the destinies of the world; and those people held the policy of the nation and possibly the destiny of the world in their hands. In a democracy, where we are all bound up together, in the shaping of life, there is no safety except in universal education for citizenship. (Applause.) Therefore in our schools things of civic life, things of political life, institutional life, we must teach—the relationship of state to state; the duties of the citizens in their community, in the state, in the nation and the relation of nation to nation. We have done little of that until now; but we must teach those things also. That means what? You cannot teach those things to children in elementary schools. Children learn things by imitation: they accept things

upon authority. Democracy is government by principle and not by personality. The men and women in democracy must have the power of self-guidance; they must have the ability to assemble evidence, to analyze, to sift it, with the habit of mind that will make them always change their opinions and modify their principles when there is new evidence or as they sift a little more finely and receive a little better light on it—not cocksure about everything. The other type of education would be sufficient in a country where little Father rules over his children, where civic and political virtue consists in what? In obedience, in accepting things on authority, doing as you are told and never asking why. That is, we are all governors. In my state every man, and soon every woman, is going to be the governor of every other, holding, so far as making opinion and the ballot goes, the destiny and welfare of the other. And woe to the state that the ignorant man and evil man rules in. The only way is to eliminate them. More than that. We must give this through the high school, the universal high school education—(applause). I said twice, and I want to say it again, that nothing I have heard since I came to Toronto pleases me so much as to know what you are doing now in preparation for the education of the adolescent.

In the day of aristocratic education, if we found those that were better fitted for it than others, we put most of our energy on them. Here are two or three boys—two let us say. One is a bright boy, of good native ability. Without our help he would make a good citizen probably, and he would be able to make his own living and would be an acceptable member of society—he would find a way somehow. Because of that and because it was an easy job we led him along and squandered our money on him. The other boy is going to grow to manhood as he is; he has not as much native ability and therefore we do not help him as much. He is going to make his living in the same way. He needs help, training, direction, consideration to make a good citizen and vote right, but because he needs help, we did not give it to him, and if he is very bad we expel him from school. That is, we did down in benighted countries like mine. You see, you need it very much, therefore we will not help you any. You are so bad. At 10 or 15 years of age you cannot be managed as a citizen, therefore we will let you grow up without **any** more help. Finally, we will pay money to try **and hang you, which**

will be ten times as much as educating you. We are going to quit doing that kind of thing. We are going to find the kind of education that one needs. It is going to be an education for freedom. It is going to be freedom in education. It must be! I said equality but sameness is not equality; it may be just as far as possible from it. We go to a great hotel like the New Westminster—(laughter)—when you cannot get into the King Edward, and you have there before you one of those large *menus* and there are six kinds of soup. I like soup and you don't. And I say, treat us all alike; give him six plates of soup because I want them. Or I eat meat and you don't and you want meat and I don't. Don't give him any. That is not equality. Equality of education is finding out what the child has in it, what possibilities it has, and what its hereditaries are, and treat it according to them. What are its environments and what is its mental bent, and as a result make use of them. What is it probably going to do in life and train it for one thing as well as for another. But as I said to you not a moment ago, that anything that is good for the public, on which the welfare of the people depend, is of equal honour in the doing with anything else. (Applause.) Laying pipe in the streets out there that the people of Toronto may not die of poison in the water is just as honourable as making speeches from this platform is because the life and the health and the welfare of the people depend on it, and therefore people should be trained for that. But I have no kind of sympathy with any educational scheme or any philosophy of life that would make of any class of people merely good working cattle, or machines to be cast aside when you can make better machines out of steel or wood or brass or leather. A human being is a human being. And all of those things that I have been talking about—material wealth, government, production, freedom—are all for one thing, and are lost unless that is attained; that is, for the development of the human being.

And in our democracy of the future every child, every man, every woman has the same right to sweetness and light, and to the development of the soul, not for the sake of work, not even for the sake of government and civic life, but for his own sake that he may stand erect and look on the universe about him and not think of it as a great chaos of which he understands nothing, that he may look up with confidence to his God, that he may look his fellow-

man level-eyed in the face and know that he is a man among men, cringing to none and disdaining to look down with scorn on any fellow among fellows, the brotherhood of man. That is what it is for.

And what can you afford to pay for it? What can you afford? All there is to pay, because that is all that is worth anything finally in life anyhow. And that is what it is for. And you will pay of your lands, and you will pay of your bonds and you will pay of your money and you will pay of your income. You will do all of these for your children that the liberty of the ancient structure may be vouchsafed. And if we do train aright here and in the United States and over in England and in France and in Italy and elsewhere, and if we can teach aright the people of those Central Empires with their great might, where philosophy went wrong, then altogether in the great brotherhood of man, the temple of man on earth, we shall attain to a civilization, to wealth, to power, and to light of which we can hardly dream as yet. (Applause.) It is ours, it is yours, it is mine, and the future depends on it, and unless we attain it those who died shall have died in vain.

May I end with a story? I like it. And you will pardon me if it seems a little out of place here. I think it is not. I have liked to say that the great Master of us all was the stingiest man who ever walked the face of the earth, with a divine stinginess. You may call it saving or economy or whatever you will. You remember the stories he liked to tell. He told the story of a man who had two sons; the elder, according to the law, would fall heir to his wealth and in his keeping would be the standing of the family name. The younger, to whom only part was given, a smaller part, who was not responsible for the good name of the family, wandered away and squandered his wealth, his portion of his father's inheritance in riotous living; but his father welcomed him back and gave him another chance and rejoiced that both were saved. He told the story of a woman who had ten pieces of silver, Nine of them were safe in her keeping and only one, just 10% was lost. But she would not rest and she lighted candle and swept the floor and turned over rugs and she found it, and then invited in her neighbours to rejoice with her over one piece that was found. He told the story of a man who had a hundred sheep, 99 of them safe in the fold, only one out of 100 lost. But he

would not rest but went out in the darkness and in the storm and found the sheep that was lost and brought it in; and he rejoiced and asked his neighbours to rejoice with him over one that was found—all safe now. And once upon an occasion, as the story runs, with few fishes and some loaves of bread, a little basketful, he fed thousands of men, women and children. And when they were all done, the strangest words that ever fell from the lips of man, fell from his. If I could perform a miracle like that, if I could take a little basket of bread and a few fishes and feed a great gathering of people, thousands of them, you would not find me gathering up the fragments; but he said to his disciples: "Gather up the fragments that nothing be lost." And they went scurrying around picking up pieces of broken bread and pieces of fish and filled twelve baskets; and what he said to them he says to us, and it has a meaning now, it never had before in all the world, after this great loss: "Let us gather up the fragments"—until there shall be no forgotten man, no outcast woman, no lost waif or child, but until every individual of the whole world, so far as we can reach them, shall be developed into full grown manhood and womanhood, with strength of body and health, with trained mind and imagination and intellect, with the power and knowledge of citizenship and ability to make good in his living by something at which they can work joyously so that he may joyously die when the time comes; and of art and music and all of those things that most differentiate us from the lower animals, let us get full quantity of them. Give every individual the development of whatever talent he may have, because our civilization of the future is no narrow thing to be attained in one nature. The stream of human culture is too broad for any individual to swim on both sides and in the middle of it at the same time. Some will be artists and some will be philosophers and some will work intelligently in the fields and others will work in the office and all will work skilfully, with understanding of the principles. And it depends on the school to do it. Six times four times infinity is a great deal. I thank you. (Loud applause.)

GREETINGS FROM FRANCE.

PROF. PAUL BALBAUD.

Mr. Chairman, Ladies and Gentlemen:—

I will ask your permission to read my very bad English, because I would feel quite lost after awhile if I had to speak to you without a paper before me.

I am very pleased to come in contact with a gathering of men and women who will be able to carry away to the different towns and villages of the Province of Ontario the words of thanks and the expression of deep gratitude France is nursing for those individuals and unknown benefactors who, unceasingly and without fatigue, have constantly worked for the relief of those who suffered from German brutality.

I would be quite happy if I could personally convey to each worker for the relief of devastated France the real feelings of my whole nation. Unfortunately my time is quite limited. I have to go from Ottawa to Victoria, and the only thing I can do is to speak to the leaders and supporters of those charitable organizations who will, I am quite sure, carry the words of thankful France to all those who by their work deserve to be thanked. And I am quite certain that very few among the true Canadians are not worthy of the gratitude of the population of our devastated areas.

British Canada and France were so far apart before the war that very few Canadians knew what France and French people were like, and I must confess that very few Frenchmen knew anything of interest about the Canadians, their manners, their customs, etc.

Things have changed. Your Canadian army has occupied parts of our territory for month after month. In spite of the fact that the conditions under which their acquaintance with the people of France took place were not among the best, and that the average dwelling was not as comfortable as the Government House here, a great friendship grew up between the Canadian officers and men and the population of the north of France. Common dangers have formed a number of friendly ties between them; and as nothing is more pleasant to find than a bright little flower

when you travel through a bare and dry land, so nothing is more pleasant to remember than certain bright anecdotes which enlightened the dull and miserable life of the trenches. No doubt you will hear thousands of these anecdotes, and enjoy them for some time.

This friendship of the battle-field must be kept alive. The blood of our valiant soldiers has been mixed together on so many battle fields, that their intermingled bones would come up and cry out our shame if we allowed the distance to cool away the feelings of warm friendship which must be kept up in the very interest of our two nations, the young one full of young blood, led by fiery spirit, and the old race, bound by traditions and by generations of workers who have acted in certain ways more or less good, but whose work for century after century has left marvellous treasures of science, of art, of taste. There is no better mixture than the mixture between the Anglo-Saxon and the Gallo-Roman races, because you cannot find two races more different in their ways, or two races closer in their ideals. They both work to attain the same end, "a better world," based on mutual help and kindness. There is a special reason why France and Canada should come to a closer understanding. In spite of the fundamental differences in our ways, the French and the Canadian are each, taken individually, a thinking and acting power, who goes his own way and does not follow like sheep a leading power. In France and in Canada the Government is led by the people—in Germany the people were led by the Government.

Now, let us come to practical work. First of all, I have thanked you for the work you have done for France while the land of France was suffering the whole burden of the western fighting. Now the war is over, and I hear a number of people saying, "We must cease working, the war is over." Yes, indeed, the war is entirely over on this side of the Atlantic, the war is over in England, but the war is not over in the devastated areas of France.

What do we mean by saying "The war is over?" First of all, if you are not dead or crippled, it means that you can resume your former occupations, re-enter your house, find your old friends, and start your life at the same point you left it at when the war started, when you put on military clothes, military customs, mili-

tary language. It means for the little ones finding their daddy again. Do you really think this is what it means for the people dwelling in the devastated areas? Did you ever try to find out what would be your feeling if, on coming back to Hamilton, London, Brampton, or Orillia, after a forced absence of almost five years, after five years without a home, without a word from those you were forced to leave in those places—I ask what you would feel like if you could not find Hamilton, London, Brampton, Orillia, etc. No town left, not a house left, not a tree left, not a living animal left, nothing but ruins after ruins, nothing but skeleton trees lifting their dead arms towards the sky in a mute prayer for help. No factory to work in, no shop to buy from, no house to live in, no station to take the train from, no school to teach your children in, no cows to give them milk, nothing but miles and miles of wanton destruction.

No, the war is not over for those who find nothing left where their life was before. For years to come the war will not be over for them because for years to come it will be in the utmost impossibility to resume their work. All their souvenirs have gone, and for years to come ruins will be piled upon ruins around them. The German indemnity is quite all right as a principle, but what will it be in practice? How long will it take to reach the sufferer? And will the sufferer cease to be a sufferer because he will be told that within a certain number of years he will recover a part of the monetary loss he suffered? And for the present what will he get?

If you could see what I have seen, if you could see now, since the armistice, the toilers among the ruins, you would be full of compassion and admiration for the quiet courage of these men and women trying to rebuild a new home in the middle of this devastation. When you see them you cannot help having a cold shiver between your shoulders at the thought of the work they have ahead of them. And some people come and tell you, "Oh, it is quite impossible to try rebuilding such a place in France." Yes, it is, indeed, quite impossible for you, but it is not impossible for those who used to live there, and who have no other aim in life, but to live there again. You cannot rebuild it; but you can help them to rebuild it, and your task of relief is not over in spite of the fact that the war is over. Fighting is over, but misery and suffering are still there and the relief work must go on as long as there

is misery and suffering. And it will go on because you will tell those you know that while they enjoy the comfort of their home, while they enjoy their three,—and, more often, four—meals a day, while they look with pleasure at their family portraits and family souvenirs; there are people who have not these things, and who have nothing to look at but ruins, have nothing to enjoy but hardships and misery. I have known Canadian hearts for almost fifteen years. I know their profound kindness. I know they are longing for a better humanity, and I know they will not remain untouched by the terrible state of our northern districts. France is in an awful state of devastation just now, and I wish every one of you would simply take the little trip I took myself a few weeks ago from Paris to Lille. For hundreds of miles—well, for 200 miles, anyway—our motor car travelled through perfect devastation,—not a house standing, not a tree, nothing at all. In certain villages which you know by the papers, all those places from Rheims to Soissons, from Soissons to Rheims, in all those places there is nothing left. The places do not exist any more. It is just as flat as this carpet. And sometimes you do not even know there is a village there except if you can see a small spot from time to time showing that a village has been there. At certain places you see a sign painted to mark such and such a town, and you cannot help laughing—certainly there is no town left. That is the state of France, and though you see those working people with the spirit and with their full soul in the work, remember that they are obliged to walk miles and miles to go back to the old place, because there is no railway, there is no motor car, nothing at all to be had, and they just come there, and they tear from the ruins a few boards; they try to find a cellar which has not been entirely destroyed; and they start building and living there again. I quite truly tell you, those people are worth being helped. And I know you are all professors, teachers—you have a great influence, and you must take that work to those who have been working all the time but who have been working unfortunately without seeing what they were working for. You can tell them that any work they do is a work of relief, and a work for the good of poor people who have not enjoyed a moment's joy for more than five years, and whose ruins cannot be described with words. I thank you very much.

SOCIAL HYGIENE.

OSWALD C. J. WITHROW, M.B. (Tor.), M.R.C.S. (Eng.)

Mr. Chairman, Ladies and Gentlemen.—It is a great pleasure to some of us to realize that the day has come when we are not afraid to speak of sex education. The day is fast coming when sex education will be a definite and distinct part of the educational system of the Province of Ontario.

Of course there is not a boy or girl over ten years of age who is not interested in where he came from or where she came from. They are very much more interested in where they came from than where they are going to, and that is just as it should be, because any boy or girl who is healthy and vigorous and virile should not be concerned so much about death as about life and all that it means. And so, when fathers and mothers—and, I am afraid, some teachers, too—are asked by the boy or girl “Where did I come from?” they tell the youngster that he or she came from the rosebush in the garden—sometimes it is the gooseberry bush—at any rate it is some bush in the garden under which they were found and brought into the house; or the doctor brought the baby in the little black bag, put the bag on the table, took the baby out and handed it to the mother; or the stork flew over the house one night and deposited the child on the doorstep, and the father and mother opened the door and took it in. Of course, they took the child in then and they have been taking it in ever since.

Believe me, my experience is that very few boys and girls over ten years of age believe these stories any more than they believe the myth of Santa Claus when they come to ten or twelve years of age.

This film which you will see to-night is an attempt on the part of educators in the United States to present to children and to others the facts of the beginnings of life and the evolution of life in a very graphic way. You will see that there are thrown upon the screen very wonderful pictures, and there are also thrown interesting words, and words that you and I are just a little bit afraid of, that you and I are just a little bit afraid to

say and we have always been afraid to speak. I want you to watch and see how little you feel that to-night, how interested you will be, and how you will be able to take these words—words you have been afraid of before—and will be able to utilize them even when speaking to small children. There is no reason in the world why you should not, because the one thing that seems to me to be necessary is to take the mystery out of this whole thing. We have made this thing so mysterious that the boys and girls are looking for something that is not there at all. We ought to make clear that sex is not an unclean thing, that sex in itself is not an impure thing. We have made it unclean because we have talked about it in that way, and we have allowed our boys and girls to talk among themselves until the whole thing has become impure and unclean.

I was telling the principal of a school the other day that it does not make any difference whether you say you are going to have sex education in your school or not. Sex education is going on all the time. I do not care what school it is, whether in Toronto or Ottawa, or any other place—sex education is going on every day in the year. Children are learning it somehow. It is very important that we get to the place where we can talk to the children about it in the very best fashion.

I am not going to say any more in introduction to the film, but between the reels I am going to have some more to say about how to impart the message of sex to boys and girls.

I might just add that I showed this film recently to the girls in the Collegiate Institute at Fort William, one day, and to the boys the next, and Mr. E. E. Wood, the principal, a personal friend of mine, said afterwards that he thought it was a real contribution to the school life of the Collegiate Institute this year, and he was quite confident that if this were shown in Collegiate Institutes throughout Ontario it would be of real value.

(Starts Picture.)

HOW LIFE BEGINS—REEL 1.

The natural teacher of the child in these subjects is the parent, but the parent usually says that he or she cannot teach this, and I usually find that the parent does not know very much about it himself or herself. A rather interesting thing happened

recently—I am sure it could not have been in Canada—but not long ago, a teacher in one of our schools, endeavouring to give the pupils some of the facts that you have seen upon the film, speaking of fertilization and things of that kind, made the extreme statement that we all originated from an egg, and some of the parents demanded that this teacher should be removed from that school. It could not have been in Canada, of course, but it did happen. I hope the day for that sort of thing will be very soon past. It reminds one of the story of the woman who was telling the new mother about her baby. The doctor had told the new mother some things she ought to do. This woman was telling the mother some other things she ought to do. The mother remonstrated and repeated what the doctor had said. The woman bristled up, and said: “Don’t you know I have had thirteen children? I know all about children—I buried nine of them!” In this particular subject of sex I think parents will have to be taught a great many of the things they do not know, and of course, teachers will have to come into some sort of class as well, and we are hoping that it may be possible in the very near future to have the embryo teachers who are passing through our Normal Schools taught in a very definite and scientific fashion, and, if you will, in reverent fashion, what they ought to know about the sex life.

I do not suppose there is anything upon that screen which has just gone through that one cannot be interested in, and there are no terms there that may not be uttered in the presence of the very youngest child. There is no reason why it should not be so, and if one will start at the very beginning of things, will take things as they are shown here and speak about the simpler things first, I think it will be quite easy to lead up to the other things which a child ought to know. There is no use, of course, in trying to teach a child something that he or she ought not to know at an age when they ought not to know it, but I do believe that, at a very early age, they ought to be taught some of these truths which you see before you. Then, later on, these will lead naturally to other and more difficult and intricate truths.

I have shown this film many times to soldiers in camps throughout Canada. They were always very much interested. Of course, in the camps I used to say things as the film ran through, making a sort of running commentary, but to-night it would be rather out of place for me to try to tell you anything

about this film, because some of you may know as much about it as I do myself.

At any rate, the thing that we are interested in is to see just how this subject can be best presented in pictorial form to boys and girls. There is no doubt about it that boys and girls are extremely interested in this thing, and I am certain that a great deal is to be gained by giving some sort of lecture as an accompaniment to such a film as this. I believe you will see, as the film goes on, that very often one can point lessons verbally to the boys and girls which they would not see, perhaps, as readily through the eye. That is the sort of thing that can be done. I feel, too, that although this film is taken up more especially with the lower animals than with the human, it is very possible to take a class of boys, or even a class of girls, at twelve or thirteen years of age, and impart to them definite truths about the human organism and how the human comes into existence, and have those boys and girls not only extremely interested, but taught in such a way that they will appreciate themselves better and will certainly appreciate their mothers better than they ever did before. I say that because in several instances I have proved it to be true.

Not long ago, I spoke to forty or fifty boys at Port Credit. There were a number of gentlemen in the audience, and the next day the report given me was that the boys, naturally were interested, but the men were even more interested than the boys, because they did not know much about this sort of thing themselves. I believe it possible to speak about truths of this kind to boys and girls at a fairly early age, and have them go away with the right idea. One has to discourage, of course, any question of levity. There is no reason why any of these things should be a matter for joking. They should not be so, and the wise teacher or lecturer will see to it that it is lifted above that sort of thing. Of course, it is perhaps a difficult thing to do, but if done in the proper spirit, I think the boys and girls realize this is a subject which can be raised upon a much higher plane than they ever thought of before.

SECOND REEL.

There you see you have this whole terrible subject of fertilization presented to you, not only in a graphic way, but in an interesting way as well. Of course, I know it is considered a

dreadful thing to speak about this question of fertilization. There you see it, there you have it described to you. It is not such an awful thing after all, is it?

(After Third Division.)

Of course you know, any of you who are science teachers—in fact all of you know—how interesting it is to follow out the division of any cell and then go a little further and follow it out into the three layers, and then describe how these three layers form certain parts of the body. There is nothing more fascinating than such a study as that, and there is not a boy or girl anywhere who would not be simply fascinated by such a story. One can make it as fascinating as any fairy story.

THIRD REEL.

It is very interesting to know, is it not, that you have just been looking at the picture showing the birth of the butterfly, and it has not bothered you a bit, but if I were to show you a moving picture of the birth of a human being I would go to jail to-morrow for showing obscene pictures. But there is such a difference in our minds between the birth of a human being and the birth of a butterfly that it would be rather amusing if it were not so sad.

You may be interested to know that throughout the camps in Canada, the boys who saw this picture—and a great many hundreds of them did—applauded this part of the film in almost every camp. I was rather amused at it myself, but it showed me how interested the boys are in natural things, how they appreciate just how beautiful all this is, how wonderful it all is; and what I would like to say is: Why cannot we relate the birth of a child to just what you have seen of the birth of the butterfly? The butterfly, after being in the cocoon or chrysalis for a long time, came to perfection, and when the butterfly was perfect and ready to be born, the chrysalis opened and the butterfly crept out into the world. That is just exactly what happens in the human, and it is not a difficult thing at all, if you understand even a little of it, to present this to children in a way that they will understand. There is no reason in the world why we should not tell them how long it takes for a child to develop from an egg to the perfect state,

the state when the child is ready to be born. There is no reason why we should not tell the child something of how that birth takes place.

When should we tell a child this? I have always considered that we should tell a child such things as these when the child asks the question in such a way that the question should be answered. You and I know that when a child is asking for real information the child really wants to know. When a child comes and asks for information in the proper spirit, I think we, as parents and teachers, should be able to answer the child in a proper spirit, and give them the information that is true. When we tell the truth there is nothing to be sorry for, and if we can present that in a way they will understand and in a way that will give them a real reverence for their own bodies and for the bodies of their mothers, then it seems to me we shall have gone a long way toward correcting a great many of the evils that are in our schools to-day.

I was interested in receiving a number of replies to some letters I sent out recently. One principal of a school told me that he did not believe in sex education, that there was nothing in a sex way needed in his school. Of course, all I have to say is I suppose he is either blind or does not know, because most of the teachers will tell you that in secondary schools there are a great many troubles they have to face, a great many tragedies they have to meet. A great many of these things could be corrected if you gave the proper information at the proper time.

(Frog Picture.)

A great deal of this picture will be interesting to the boy because the boy himself has participated in some of the things he sees upon the screen. A great many of these things have been a source of wonderment to children. When they see this film a great many of the things they have been wondering about are explained. Then, too, I think you will agree with me when I say there is a gradual progression in the teaching shown in this film. Starting out in a very simple way with the very simplest animal and the very simplest plant, it goes on through the more complex forms, and it goes on in such a gradual way that it should not be difficult, and it is not difficult, for any child to understand. I

do not presume that they carry away with them, in every instance, all the words that they see upon the screen because some of them are very difficult, but I do think the right idea sinks into their minds, and a great many of the older ones will naturally appreciate this teaching because it will help them materially in the line of their school work.

You and I have our ideas about birth control, we have our ideas about the prevention of conception, we have our ideas about the limitation of offspring. A great many ideas have been put forth, a great deal of controversy has gone on. Some of us believe some things very definitely, but in this film you notice that at some period in the tadpole's life, muscular activity begins. After a certain period in the human, say four and a half months of foetal life, muscular activity begins, and a great many men and a great many women have argued among themselves and with medical men—and some of us have had to meet it in a very definite way—that life does not begin until muscular activity begins. Of course, this is all wrong. You know very well that life begins the very minute that fertilization takes place, and, therefore, anybody who does anything to destroy life is a murderer, and anybody who helps in this crime is an accomplice. This sort of thing we ought to preach more than we do. Naturally, this is not the thing to say to children, but some of the grown-ups need that lesson impressed upon them very much.

You notice that the tail of the frog is absorbed. Of course, you knew that without this film telling you so. This all brings up somewhat interesting questions one might explain to children—how useful some things are in the human body before birth, and how useless they are after birth, and how they are absorbed. For instance, a very interesting structure is the thymus gland, which is found in the child just behind the breast bone. One might talk about that and explain of what use it is before birth and tell how, after birth, it is gradually absorbed. We might talk about the tonsils in somewhat the same way. One might talk about the appendix, which is very useful before birth, but after birth is useful only to the surgeon to collect his fee upon. Things like that might be said. Also the question of change in the frog as it develops from the fish stage to the time when it uses its lungs to breathe, and that, of course, brings up the very interesting story of how before birth the child does not breathe.

but gets nourishment from the mother's body through the blood stream. We ought to explain exactly what we mean by the umbilical cord and how the blood circulates between the mother's and child's body; how, as the child comes into the world it takes its first breath; how the lungs take up their function and how the blood then begins a different course altogether through the heart. It is a very interesting subject, indeed, and a very fascinating story which we can tell, and it all follows very naturally from such a film as this. There is no reason why they should not know it, and, as I say, they are fascinated by it. Naturally, one has to know a little about these things in some practical way, and I suppose to some of us it is an old story that we have been working at for years. At the same time there is no reason why any teacher should not learn enough about these facts to be able to express them to children in a very fascinating way.

This fourth reel is, perhaps, more interesting than the others because it brings forward, first of all, the development of the chicken, and second, of the white rat. The development of the chicken is the sort of thing you can demonstrate in your schools if you like. There is no reason why, if your Board of Trustees happens to be a little liberal; you should not have an incubator and twenty-one eggs, and open an egg every day to see what happens. If you happen to be a little flush, you might have forty-two eggs. If you think those won't be enough, get three times as many. At any rate, have an object lesson there before the children and let them see just what is going on. A difficulty some of the male teachers might experience might be in opening the egg properly.

This is the starting point for most of our teachers on this subject—the question of how we originate from an egg. Of course, the egg we know most about is the hen's egg. There happens to be too much upon the screen, too much to grasp it all in the space of time it is before us. But in any case, the whole question of what the egg is, its different parts and what its different parts do, would be a starting point for teaching upon this subject. The hen's egg is a fairly large object, and can be handled, and the boys and girls know about it. When you come to the human egg you come to something that is microscopic. It is very interesting to present this contrast. You can take the egg of the hen in your hands and handle it. But if you place

the egg of the human upon your hand you could not see it with the naked eye, and yet it is from such a small object as this that the human being comes into existence. You can see the heart beating there in the chick embryo, but it is not quite as plain as it will be in the next few pictures. You can see here the circulation of the blood through the blood vessels and that, of course, is very fascinating to the boys and girls, or to anybody for that matter. Try and see how interested a class will become in watching the circulation of blood in the web of a frog's foot under the microscope. You cannot get them away from the microscope; they want to know all sorts of things; they ask all sorts of questions.

Here we have the chance of telling the child how, in the egg, the embryo begins to bend upon itself in order to accommodate itself to the small space within the egg. It is very easy to understand then why the human being inside the uterus has to be doubled up in such a way as to accommodate itself to small space. It is very easy to understand these things when one has a starting point. Here, of course, you have the chance of explaining what the placenta or afterbirth means and how the blood vessels there are connected with the body just as you see in this picture. As a matter of fact, we do not look unlike that before we are born. Of course some of us improve, and some of us do not improve, but we are not unlike that embryo that you see on the screen.

Here again is the birth of a chicken. You and I look with complacency upon such a picture as this. As I said before, if we were to look upon a picture showing the birth of a human being—well, we would not look upon it because we would not be allowed.

The boys throughout the camps are very humorous, and when this picture was being shown some one at the back of the hall cried out: "That picture should be called the morning after." Of course, I did not know what he meant, but I might repeat that a chicken as it comes through the shell is not very beautiful, as you may see, and it is having a hard time to get the lungs into commission. Gradually they get under way, and pretty soon you will see a very charming picture, a very pretty object. There is not a child living, there is not a grown-up anywhere, who is not interested, fascinated indeed, by such a picture as that, and as you go out into the farmyard and pick up these little chicks you'll love them, everybody loves them.

Here is shown the first idea of mother love, and this is the first suggestion we have in the film of what mother love means. The old hen will do anything to protect her chicks. She is going to get feed for them, going to take care of them until they can take care of themselves; and there you see that the chickens can take almost any liberty with the mother because her love for them is very great. It is the first indication of mother love and it seems to me that if we impress that upon the child as the film goes through they will begin to understand more and more what mother love means and what mother has done for them. Then, of course, it is just a step, as you will see, from such things as we have seen to the question of what mammals are, how they bring their young into existence. The same thing takes place here as elsewhere, the fertilization of the egg. This is the union of the male and female germs, and then follow the growth of these mammals inside the uterus, and then the great care of the mother for them after they are born. All these things will be brought out, I hope, without shocking anybody and without making anybody feel that they have heard or seen anything they ought not to have done.

For girls and boys in their teens, it seems to me that it ought to be possible through such films as this to go on and say something about what the monthly changes are and what takes place at that time. It is not difficult to understand what these germ cells are; some of these things ought to be known; they ought to be told. In very many instances they are not told, and dreadful results follow.

This embryo of the rat is a little different from the embryo of the chick, as you will see. We do not look unlike this embryo, but we look a little more like that of the chicken we saw a little while ago. We have not quite as funny a head, but otherwise we do not look unlike that. We have a chance here to explain just what the human embryo does look like as it develops inside the human. In one of the Canadian camps, one of the boys called this picture "Conscription" (laughter). It was not a bad name, I think, because, as he said, one had to go whether one wanted to or not, and I have asked some of the children how they would like their mothers and fathers to take them in like that at night. Sometimes I think it would not be a bad idea if fathers followed such a procedure. The children everywhere are keenly interested

in this picture. Of course, it raises a laugh, and the children have a very happy time watching the antics of the rat, and, as I explain to the boys, these rats are now able to wash themselves, and I have known boys ten and twelve years of age who were not able to wash themselves properly. I know my little chap at home has great difficulty in getting his neck clean at times, and I believe that if we look back far enough we will find we have all had some difficulty in that direction.

Then see how the picture harks back at once to the question of the beginning of life. That is the basis. We have to get back to that, and whether parents like it or not—well, that is where we originate. No matter what parents say, it does not alter the fact that this is where we come from, and so our teaching should begin there, and I am afraid we shall have to teach a great many of the parents just how they came into the world.

There was also a saying among the boys in the camps about this picture of the cow and the calf. When this was first thrown on the screen the boys called out "Direct from the producer to the consumer." (laughter.)

And then you see there is nothing very horrible about this film. We stop just when it becomes interesting. It says that the human being comes into existence in the very same way, and we have to leave it at that. Perhaps we may progress far enough sometime to show pictures that are not now allowed to be shown, which, I think, are perfectly legitimate.

Here we have a very charming picture of motherhood, and just so we do not forget that father had something to do with it, he is shown with the child on his shoulder pointing to the rising or the setting sun. I like to tell the children in school what motherhood and fatherhood really means, and I believe that if we take it in this way and explain to the boys and the girls what fatherhood and motherhood really is, we will be able to make better citizens of our boys and girls.

I have nothing more to say because my time is gone, but I feel that if I have interested you to believe that it is possible, throughout the schools of Ontario, through some such method as this, to help the boys and girls to see these things in the proper light, I shall have been amply repaid.

CANADIAN STANDARD EFFICIENCY TRAINING FOR BOYS.

TAYLOR STATTEN, Y.M.C.A. NATIONAL SECRETARY, BOYS' WORK.

Five years ago most of the world knew very little about the character and qualities possessed by Canadians. Now, through the achievements of the men of the Canadian Corps, all the world knows the kind of stuff of which Canadians are made.

Many eyes are now turned upon Canada—its men have done great things in France and Belgium; the world expects that they will do still greater things in the days of peace. Whether or not these expectations will be fulfilled depends largely upon two groups: the men returning from the battlefields and the boys growing up in Canada to-day.

These two groups are linked very closely together. The boys of Canada have looked on with sympathy and understanding as their older brothers went over the top to victory. They have longed to share the hardships, the struggles and success. They have paid our soldiers the homage of their very souls and chosen them as the heroes of their lives.

The men of the Overseas Military Forces of Canada will be the leaders of the next generation of Canadian boys, whether they will or no. They are bound to shape the course of their lives. What kind of leadership will they give these keen, "live," bright-eyed Canadian boys, who are made of the same kind of stuff as the men of the Canadian Corps?

1935 Will Decide the War.

The answer to this question will be one of the determining factors in Canada's future. When Sir Robert Baden-Powell was asked in the early days of the war, "When will the war be decided?" he said, "The winning of this war will be decided about 1935. A few strategic gains here or there on the tremendous battle fronts does not necessarily decide who wins the

war. The war will be won by the nation in whose people is found the highest type of character long after the war is all over."

If the men of the Canadian Forces are to be the leaders of Canadian boys, how may they best help them achieve that character which, if Sir Robert Baden Powell is right, can alone bring Canada real and lasting greatness?

A National Character-building Programme.

There has been developed in Canada, largely during the years of the war, a character-building programme of Boys' Work known as Canadian Standard Efficiency Training. This programme offers men an opportunity to give really constructive leadership to the boys of Canada who await with eagerness their return home.

The great Protestant denominational bodies have all adopted this programme as their official programme of Boys' Work. No other nation in the world can claim to have such a National Programme or to have the united backing of the church bodies in a great effort for the betterment of boy life.

CANADIAN STANDARD EFFICIENCY TRAINING FOR BOYS.

Origin and Development.

The Canadian Standard Efficiency Tests were first prepared under the direction of the Boys' Work Committee of the National Council of the Young Men's Christian Associations of Canada, of which Mr. R. G. Dingman has been the Chairman since its inception. It was intended to become a Course of Training for older boy members of the Associations in Canada. They were published October, 1912.

While the fourth edition of the booklet on the Tests was being prepared, the suggestion came to the Committee that if the plan were made progressive and more comprehensive, it might become the accepted programme of work for teen-age boys in the Canadian Sunday Schools. The various national Sunday School Boards were, therefore, invited to appoint representatives on the Committee for this purpose, and the following bodies

responded, and have assisted in the preparation of four subsequent editions of the Handbook.

The Sunday School Commission of the Church of England in Canada (now the General Board of Religious Education).

The General Board of Sunday Schools and Young People's Societies of the Methodist Church.

The Board of Sabbath Schools and Young People's Societies of the Presbyterian Church in Canada.

The Sunday School Boards of the Baptist Conventions in Canada.

The Canadian Council of Provincial Sunday School Associations.

At a meeting of this Committee held on May 17th, 1918, it was decided to change the last word in the name of the programme from "Tests" to "Training."

The Local Advisory Committee.

Co-operative Boys' Work in Canada is under the direction of Advisory Committees. There is a National Committee and also Provincial Committees in each Province. These Committees are all composed of representatives officially appointed by each of the denominations and associations engaged in organized Boys' Work.

Local Advisory Committees should be organized in every community where co-operative effort is possible and should put into operation a definite programme of co-operative work for boys of the community and their leaders, such as (1) Mentors' Training Classes. (2) Local Boys' Work Conferences. (3) Surveys of the Boy Life of the Community. (4) Athletic Meets. (5) Older Boys' Community Councils. (6) Community Conclaves, etc.

The Secretary of the Provincial Advisory Committee will, on request from any locality, arrange with the various units for the calling of a joint meeting, and will also, where possible, arrange to have a representative of the Provincial Committee present at the meeting to explain the purpose, outline the plan of organization and suggest lines of work.

SECRETARIES OF THE PROVINCIAL ADVISORY COMMITTEE FOR
THE YEAR 1918-1919.

British Columbia.—E. Scott Eaton, 3,044 Ontario Street, Vancouver.

Alberta.—Rev. R. W. Dalgleish, 208 16th Avenue N.W., Calgary.

Saskatchewan.—J. J. M. MacLeod, Y.M.C.A., Regina.

Manitoba.—Gordon Stovel, c-o The Stovel Co., Winnipeg.

Ontario.—W. R. Cook, 120 Bay Street, Toronto.

Quebec.—Donald MacLeod, 517 New Birks Bldg., Montreal.

New Brunswick.—A. M. Gregg, Y.M.C.A., St. John.

Nova Scotia.—G. H. Gorbell, Y.M.C.A., Halifax.

Prince Edward Island.—J. C. Jardine, Summerside.

C.S.E.T. for Boys—What is It?

It is a programme of Religious Education for Canadian Boys.

It is a course of training in Christian Citizenship.

It has been adopted by all the National Denominational Sunday School Boards, Provincial Sunday School Associations and Federations and the National Council of Young Men's Christian Associations.

It is a programme, not an organization. It may be used as the programme for any organization of boys.

The leaders of the Sunday School work of the Protestant Churches in Canada believe that every Sunday School class of teen-age boys should meet, not only on Sunday, but also on one evening during the mid-week.

This mid-week session need not occupy the time of an entire evening. The most successful meetings are held around a supper table and are finished before eight o'clock.

The programme of Canadian Standard Efficiency Training provides an adequate programme for this mid-week session.

It provides separately for the needs of younger boys (12-14 years of age) through the Trail Rangers' Programme and for the needs of older boys (15 years of age and over) through the Tuxis Boys' Programme.

Some Features of the Programme.

1. The programme is based on the character and personality of Jesus. He is presented to the boys not only as Saviour and Lord, but also as Hero and as the Ideal of the fourfold life.

2. It follows the plan of fourfold development—intellectual, physical, religious and social—suggested in the statement regarding the growth and development of the boy Jesus as found in St. Luke 2: 52—“And Jesus increased in wisdom and stature and in favour with God and man.”

3. It provides a progressive Course of Training, recognizing the growth of boys and their changing needs as they pass through the various stages of development.

4. It does not attempt to put all boys through the same mould, but it does provide the means of laying a four-square foundation for lives of usefulness.

5. It recognizes the Home, the School and the Church as the basic institutions, and seeks to bring them into closer co-operation as they function in the life of the boy.

6. As, under the Intellectual Programme the School is given the place of first importance, under the Devotional Programme the Church, under the Social Programme the Home and Community, so under the Physical Programme Health Education and the acquiring of right health habits are the features emphasized.

7. It challenges a boy to compete against a Standard rather than against individuals, and the development of the altruistic spirit.

8. It provides abundant opportunity for Group Effort and Team Play.

9. The Programme calls for personal interviews between the adult leader and the boy. A plan known as “Charting” has been devised which makes these interviews simple, attractive and vitally helpful.

10. The Course of Training has been arranged on the “Departmental” or “Loosely Graded” plan.

THE FOURFOLD PROGRAMME FOR TRAIL RANGERS.

The Younger Boys' Programme.

The Trail Rangers' Programme has been specially planned for boys who are passing through the period of early adolescence, 12, 13 and 14 years of age. The term Trail Rangers was chosen because it suggests the out-of-doors life which has a very strong appeal to the imagination of boys who are in this period of life. The term "trail" is one which is familiar to boys in all parts of Canada. The pioneers who discovered and blazed out these trails, whether through the woods, by canoe through the lakes and rivers, across the prairies or over the mountains, were on the whole men of strong wholesome character whose lives bring a challenge to growing boys.

As a boy enters upon the period of adolescence his great problem is to discover the trail which he should follow. The purpose of the programme of Canadian Standard Efficiency Training is to attract boys to follow the trail which Jesus marked out as "He increased in wisdom and stature and in favour with God and man."

The name "Trail Rangers" opens up a great wealth of symbolism for those engaged in directing boys along life's trail.

The Credit Plan for Trail Rangers.

The plan of awarding credits for participation in the programme has proven to be a simple means of sustaining interest. One thousand credits are given in each of the four programmes for attendance and fulfilling the requirements of the various sections. Having no tangible value, they do not have the results of making the boy unwilling to do things unless he gets something out of it.

Credits are specified for the various parts of the Trail Rangers' Programme. To the boy of Trail-Ranger age they are always an incentive. Complete records should be kept by the Mentor, and credits computed at the end of the year. Thus the end of the season may show total credits in the four phases of the programme; for instance, Intellectual 540, Physical 780, Devotional 480, Social 610. The Schedule of Credits for the programme is given as follows:—

CANADIAN STANDARD EFFICIENCY TRAINING.

A Fourfold Programme of Religious Education for Trail Rangers (Boys 12 to 14 years).

"Jesus increased in wisdom and stature and in favour with God and Man." "I am the way."

Intellectual Programme.

1. School	500
2. Woodcraft	100
3. Collections and Observation	100
4. Handicraft	100
5. Speaking and Home Reading	100
6. Beginnings of Life	100
	<hr/>
	1,000

Devotional Programme.

1. Church Worship	300
2. Church School	300
3. Mid-week Bible Discussion	100
4. Daily Devotions	100
5. Great Christian Leaders..	100
6. Church Training	100
	<hr/>
	1,000

Physical Programme.

1. Health and Strength	500
2. Campcraft	100
3. Team Games	100
4. Group Games	100
5. Swimming	100
6. Athletics	100
	<hr/>
	1,000

Social Programme.

1. Home Helpfulness	500
2. Help the Other Fellow ..	100
3. The Clean Trail	100
4. Observing Vocations	100
5. Loyalty	100
6. Heroes of Service	100
	<hr/>
	1,000

THE FOURFOLD PROGRAMME FOR TUXIS BOYS.

The Older Boys' Programme.

The name "Tuxis" which is applied to the programme for older boys is a word coined to describe the object in view. It may be described as follows:—

It starts with "T" which stands for "Training."

It ends with "S" which stands for "Service."

The "X" in the centre is the Greek "Chi," which stands for "Christ." It suggests that Jesus is the standard for "Tuxis" Boys. The Programme is "Christ Centred."

The "U" and "I" refer to "the other fellow" and one's self. "Thou shalt love thy neighbour as thyself."

The programme follows the ideal of fourfold development along intellectual, physical, religious and social lines as suggested in St. Luke 2: 52. The goal set before older boys is that they may strive to develop their lives "Till we all come. . . unto

a perfect (i.e., fully-developed) man unto the measure of the stature of the fulness of Christ." Eph. 4:13.

Charting for Tuxis Boys.

"Charting" is a name given to the personal interview between a Tuxis Boy and his Mentor, where they talk together over the programme and try to find out to what extent the boy is getting the training for which the programme calls, and wherein he is failing to get it. There is no intention of measuring the boy's personality or powers or virtues, for these are beyond the reach of a graphic presentation. Only those things which have a natural and necessary place in the training of older boys have been included in the programme for Tuxis Boys, and the "Charting" is an endeavour to indicate in a graphic way the extent to which they actually enter into the boy's training. After this has been done, however, there is a splendid opportunity to have a personal conversation on the great spiritual realities, so as to lead the boy into conscious right relationship to Jesus, his Saviour and Lord.

The Charting interview is not an attempt to measure or analyse the inner life, but rather it provides an opportunity to inspire the boy to strengthen the weak places in the four-square foundation he is laying. As he grows older, he will in all probability specialize along some line and erect a magnificent super-structure.

The positive detailed programme that should constitute his course of training for Canadian Christian citizenship should be held before him rather than to negatively point out the limitations apparent in his life.

Trail Ranger and Tuxis Boys' Programme.

The merited popularity of the Trail Rangers and Tuxis Boys' Programme is due mainly to the following facts:—

1. It is primarily a movement and not an organization. It does not seek to institutionalize boys nor to interfere in any way with the boys' loyalty to home, school and church. It aims to supplement in particular the work of these three primary social institutions.

2. It provides a programme of activities that appeals to the spontaneous play interest of boys from twelve to fourteen and from fifteen to seventeen years of age.

3. Its principles of organization are such as to place the task of self-government progressively in the hands of the boys themselves, thus giving them practice in leadership. Training for specific leadership is emphasized particularly by the Tuxis Boys' Programme.

4. It appeals strongly to the best type of men who volunteer their services as Mentors and members of various committees. Thus boys who otherwise would be deprived of the companionship of men, enjoy a richer social inheritance. Such a programme teaches men their personal responsibilities for boys.

5. Its emphasis upon civic knowledge and activity as well as community loyalty stimulates intelligent and efficient patriotism and thus makes better citizens. This emphasis comes only after loyalty to home, church and public school has been firmly established.

6. It covers such a wide range of interests and is so easily adapted to local conditions that it is usually successful in preempting the leisure time of boys. Through it, boys are saved from the demoralizing influences of many forms of commercialized amusement.

7. To be a Trail Ranger or Tuxis Boy involves living up to a certain definite, simple code of practical ethics. The moral and religious obligations, however, are as broad as the teaching of the church to which he belongs. Through them virtue becomes natural and interesting, and moral standards are enforced. Loyalty to what is best in family traditions and public school ideals and the teachings of the church, becomes the cornerstone of the boy's character.

8. This programme discovers capacities for leadership and trains boys in the art of directing the activities of others. Thus it prepares for civic responsibility in a government of the people, by the people and for the people and for religious leadership.

9. Throughout the programme, but particularly in the honour badge system, boys discover vocational interests and acquire valuable vocational knowledge and skill.

10. Through the maintenance of distinct departments at National Headquarters and the employment of high grade

specialists, an invaluable and nation-wide service is planned in combating the influence of bad literature, and in stimulating good reading, in awakening interest in clean athletics and out-door sports.

11. In stimulating boys to compete against worthy standards as well as against individuals, there is a tendency to elevate the whole moral and religious life; attention is fixed upon proper ideals and effort to attain those ideals is taken for granted.

12. Any system of training in citizenship through play or leisure time activities alone cannot and should not be permitted to take the place of other programmes, such as those of training in religion. It is not intended to be a substitute for the plans which represent the full responsibility of the church for her boys. Its leaders do not make any such sweeping claims for it. It is intended merely to supplement the work of the church. A church, or home, or school that does nothing for the boys or girls beyond training them in citizenship is falling far short of its responsibility and merits the vigorous criticism of those who are primarily interested in the complete, four-square, spiritual welfare of the coming generation.

This danger has been avoided in the Trail Ranger and Tuxis Boys' programme, which emphasizes the religious aspect of a boy's training in a way that vitalizes his entire fourfold nature.

Relation to the School.

It will be clear that the relationship of the Canadian Standard Efficiency Training Programme to the school is one of co-operation, the aim of the leaders being to supplement the regular curriculum and by intimate contact with individuals and groups of boys to inspire them with the right attitude toward their school and life work.

For nearly fifteen years special work has been done among High School boys in larger centres, and there is now developed a definite policy and programme by means of which the C.S.E.T. is being related to the High School groups in all of our larger centres and many smaller ones. The student body is reached through a small cabinet of boys and an adult advisory council. Assembly addresses are arranged, special campaigns are conducted, such as the "Three O's. Campaign" for the promotion

of clean sport, clean speech and clean living, and the "Find Yourself" Campaign for vocational direction of boys. Small group meetings are held for the special preparation of boys who are going to college or who are looking forward to various professions. Through these voluntary activities the aim of the movement is to strengthen the hands of the teachers and to help establish a wholesome atmosphere in the schools, at the same time putting before the boys the larger responsibilities of citizenship for which they must prepare.

Pamphlets outlining this special work are available through the National Council of the Y.M.C.A. to teachers who desire co-operation in this particular.

A Call for Boy Leaders.

To promote this fourfold programme of character building successfully, it is estimated that between forty and fifty thousand men will be required as Mentors, in order that there may be a man for every group of ten or twelve teen-age boys throughout Canada.

The men of Canada have responded to the challenge which called them to stiff, hard fighting overseas—they have never failed. We are faced now with the challenge to give definite character-building leadership to the finest boys to be found anywhere on earth. We shall not fail. We have a great faith in the future of Canada, and are willing to play our part in assuring that future.

To all who have thought of the issues of the war, there can be no doubt but that it was fought in the interests of humanity and righteousness; that it was a defence of the ideals of Jesus, who said—"No man having put his hand to the plough and turning back is fit for the Kingdom of God."

REPORT ON SUPERANNUATION.

COMMISSIONER R. A. GRAY, B.A., PRINCIPAL, OAKWOOD
COLLEGIATE INSTITUTE, TORONTO.

Dr. Putman, who is also one of your Commissioners, asked me to make the entire report this year, and because of its brevity, I have complied with his request, otherwise he should have had a share in addressing you this evening.

Since pensions began to be paid, from January, 1918, that is, in one year and three months, the total number of pensions granted has been 141, of which 51 have been granted to men and 90 to women. Five annuitants have died, leaving at the present time, 136 drawing pensions.

By next Easter, probably 100 more will be added to the list. Year by year the number will increase, until, fifteen or twenty years hence, the number on the fund will be upwards of 1,000.

During the period from January, 1918, to April, 1919, the total amount paid in annuities was \$47,759.93, but as the annuitants have not all been drawing pensions since January, 1918, but have been coming on the fund from time to time, during the year and three months just mentioned, this sum would represent on the average the annuities for about eight months.

The amount contributed by the teachers alone since April, 1917, that is, for two years, was \$424,335.04; also, according to the Act, an equal sum must be contributed by the Province, along with the interest on the total contributions. I have not seen any statement showing the total amount of money at the credit of the fund, but it is not hard to make what should prove to be a very close estimate. It should be between \$840,000 and \$850,000. This seems to be a very large sum, yet a still larger sum must be accumulated in order that there may be stability, and the fund remain solvent. As was shown some time ago, within ten years from the inception of the scheme, about four millions of dollars should be accumulated for the benefit of the contributors. But a large surplus, I would like to point out, does not mean that the scheme can be modified. It does not mean that larger pensions can be granted, nor that smaller contributions may be made. I

want to make that very clear to you. Those who are not familiar with the full meaning of pension funds may think that we are accumulating an enormous and a quite unnecessarily large surplus, but it is not one cent more than is necessary. We must all be content to leave such complex matters as life contingencies to the actuary, and to experts in financial matters of this kind, and accept their guidance.

At the last session of the Legislature, several changes in the Superannuation Act were made, changes of a minor character chiefly defining more clearly the meaning of certain clauses in the Act. The Honourable Dr. Cody in his address has discussed two of them. I shall take a few minutes still at my disposal in explaining very briefly some of the more important changes remaining.

In the coming days it is more than likely that education will be broadened and new classes of schools be established. Provision is now made for admitting to the fund, teachers in schools that are in whole or in part supported by the Province or by municipalities.

Again, according to the Act, teachers pay their contributions to the Boards, who settle with the Department of Education for these contributions through the Provincial grants. But sometimes a Board finds itself at variance with the Department and grants are cut off. It would be very unfair if the teacher, through no fault of his own, were penalized under these conditions, and so a clause has been introduced providing that, under such circumstances, the teacher may pay his contributions directly into the fund, and not through the school trustees.

Another clause provides that positions of a clerical nature, in the office of a Board of Education, or of an inspector, *which require the services of an experienced teacher*, may be filled by such teacher, who will continue to contribute to the fund, and be eligible to receive its benefits. There are four or five similar positions in the Department of Education. In the offices of County Inspectors, it is altogether probable that teachers may be utilized more extensively than heretofore for office work. It is only fair that teachers who accept such positions should not forfeit their rights on the Superannuation Fund. In all cases the Minister of Education must decide whether the position concerned comes under this clause.

Again an amendment to the Act provides that in applications for sickness pensions, the medical certificate must state whether the disability is likely to be permanent or not; and all annuitants of this class must give evidence from time to time of their physical condition, as the Commission may require.

The Commissioners would like to place on record their great indebtedness to the Honourable Dr. Cody, for his sympathetic attitude towards what he has aptly termed—in a phrase of his own coinage—compassionate allowances. From the first, the Commission felt that a strict adherence to the Act has, in many cases, caused hardship, but the provisions of the Act had to be complied with. This hardship will be removed to a considerable extent by the extra grant made by the Legislature. The Minister did not tell you how much he succeeded in having set apart, but I believe that the grant is \$5,000 a year, which would allow 25 persons, at an average of \$200 a year, to receive assistance. Only those who are really in need will receive any portion of the grant, which is entirely apart from the Superannuation Fund itself. The Commission, I understand, will be asked to investigate applications to participate in it, and to make recommendations to the Minister. There seems to be nothing further to report, but perhaps I might add that your Commissioners are giving their best thought and energy to the solution of the many difficult problems that come before them.

REPORT OF THE LEGISLATION AND DISCIPLINE COMMITTEE.

MR. MARTIN KERR, B.A., EARL KITCHENER SCHOOL, HAMILTON.
REPRESENTATIVE OF THE ELEMENTARY DEPARTMENT.

Your committee begs leave to make the following report:—

The work submitted to us is of two kinds, (1) To ask for the resolutions relating to the school law, and the regulations passed in the various departments and sections of the O.E.A., and urge the adoption of those we approve before the proper authorities. (2) To act in an advisory capacity to teachers requiring our advice and support regarding the discharge of their official duties, and if cases should arise to urge teachers to fulfil the engagements they have entered into.

Resolutions were submitted by the Commercial Section and by the English and History Section, the Elementary Department and the Supervising and Training Department.

Two bodies, the Public School Section and the Trustees Department, declined to submit their resolutions to the Central Committee, preferring to present and urge their own resolutions before the proper authorities.

Some of the resolutions submitted were approved by the committee, while others led to considerable discussion and were not approved. As a matter of fact, nothing was done with any of them.

In regard to the second phase of our work, the outstanding case of the year was that of a young lady engaged in one of our urban schools. On account of the shortage of coal the trustees were not able to open the school at the beginning of January, 1918. In fact the school was not opened till March 11th. All the teachers of both the High and Public School, with the exception of this one, were paid in full up to the time the school opened. About the middle of January she became ill and her physician said she was not in a condition to take charge of her class if school should open. The Board appointed a committee to wait upon her and ask her personally if she would be able to take charge of her

class. The Board claimed that she would not be able; but the teacher claimed she said that if she were not able she would supply a substitute.

When school opened on March 11th, she was in the Toronto General Hospital, a considerable distance from her home, and the trustees proposed to settle with her by paying her up to the time she became ill and one month of sickness after that date. The teacher claimed pay for the time the school was closed, the same as the other teachers, and for one month after. The fact that she was not able to undertake the school work even on the 1st of September following, shows how seriously ill she was.

Legal advice was obtained, the teacher appealed to your Advisory Committee, the matter was laid before the Department. A communication was sent to the Board and we are pleased to say that we have received a very appreciative letter from the teacher thanking us for our assistance, and saying that she had been paid in full by the Board.

The report was adopted.

PRINTING COMMITTEE.

The experiences of the Printing Committee of the O.E.A. for this year have suggested the advisability of making a special report suggesting a policy for the carrying out of the work in future and appealing for the co-operation of those who are directly affected—these are the authors of the papers, and the secretaries for the past year, who are the ones responsible for the minutes.

Minutes and papers should all be in the hands of the Printing Committee in three weeks after the close of the Association, at the latest. That is, this year, 1919, they should all be in on or before May 15th.

All should be carefully looked over before being sent in so that the fewest corrections possible will be necessary.

The papers will be placed immediately in the hands of the printer, and those minutes and papers that are not in the hands of the committee when the matter is ready for paging, will be returned to the sender as "*not included in the report.*"

As soon as the matter is set up, it will be sent, in galley form, to the author, and one week—seven days—will be given for over-looking and returning. The department or section from which a paper comes will be charged for the corrections, and it would be well to remember that to insert one word may necessitate the resetting of the whole of the rest of the paragraph, and it always necessitates the resetting of the line. Great care should therefore be taken to have the matter correct.

The report was adopted.

ELEMENTARY DEPARTMENT

PRESIDENT'S ADDRESS.

EDUCATIONAL RECONSTRUCTION FOR RURAL ONTARIO.

G. A. JORDISON, BANCROFT.

Fellow-Teachers of Ontario:—

Again we have the privilege of meeting to discuss the problems that to us appear urgent. Time has brought its changes in our Provincial educational officers. Dr. Pyne has relinquished his duties as Minister of Education, leaving to us as a memorial the Superannuation Bill. The mantle of responsibility has fittingly fallen upon the shoulders of an able, capable and enthusiastic leader educationally—Hon. Dr. Cody.

When your O.E.A. deputation waited upon the Minister of Education in January to present our claims, we found in Dr. Cody a sympathetic helper, giving an attentive ear to our requests, and offering his aid in so far as he could for the advancement of our interests.

Against this gain we have been called upon to bear the loss of one who for many years past has aided materially in the development of our current problems. Death has claimed the late Superintendent of Education, Dr. John Seath. Longfellow's words might be ours to-day, when he said:—

“Were a star quenched on high,
For ages would its light,
Still travelling downward from the sky
Shine on our mortal sight;
So when a great man dies,
For years beyond our ken,
The light he leaves behind him lies
Upon the paths of men.”

“Come, let us reason together,” said Our Ideal Teacher, when he would have his great problems presented; and it is with such a request given in a like spirit that I offer my few words to-day in behalf of Rural Ontario.

There are distinctly two classes of primary public and separate schools to occupy our interests, to finance and develop with the growing needs of our people.

There are many advocates and supporters of reconstruction in city and town centres, and progress has been made. But Rural Ontario must needs have its advocates and supporters in this period of educational reconstruction as well.

Our Ontario Normal Schools teach the young teachers to lessen the work of the junior classes, to dismiss them at the recess period. The plan may be accepted with reason in urban and city centres, where the small child can get to school throughout the full school year; but teachers trained for work in rural schools can not safely or wisely adopt such a scheme in the country schools for several reasons: (a) The helpless juniors are unprotected and intimidated for a walk along a road of from one to three miles; (b) The juniors more distant from the school have been kept at home until they are seven or eight years of age and can not now afford to be put on half time work, when their strength is equal to six hours of work; (c) The highway is not always free of animals from the farm-lands, and add to this the danger of kidnapping by use of auto, the helpless one might be out of the county before his natural protector, the older pupil, knows of his absence; (d) The parents of juniors might reasonably demand an equal share of the teacher's time.

The problem has confronted us. Interest is being aroused. Much searching out is necessary. Effort and sacrifice on the part of many must be made.

Old Ontario has gone through her settling stage; she must now settle down, entrench and substantiate her educational interests by such aids as will best advance the welfare of the country child.

What are some of these aids required? I have said sacrifice and effort must be made. More money is required for larger and better schools with the necessary equipment. The prompt carrying out of dental inspection, weaklings or sub-normals removed from our schools and placed under competent instructors.

Feeders of disease and crime are the weeds of humanity that must be eradicated, and that right early, if our soil is properly fitted for advancement in our work.

Better salaries inducing men to share in all the phases of this noble profession, where boys must be led through sturdy and noble manhood, the ideal of our youth to-day.

The ratepayer must come half way in this sacrifice and subsequently be proud that he has been privileged to share in the effort.

Whatever may be accomplished through the consolidation of our Rural Schools, the county scheme offers many advantages.

Interest will be concentrated in a richer course of studies, better supervision, indifference in the matter of attendance. Subjects of local interest will be emphasized. The larger unit will create increased enthusiasm.

The thickly settled districts will profit by the scheme. The old rural school will not wholly go because of sparsely settled townships.

These must continue to be aided financially in all respects and thus become worthy feeders of our larger unit. It is because of our faith in the child that we risk so large an investment for his welfare.

The rural child is entitled to every necessary aid that intellect and money can give. Teachers trained especially for rural schools, and interested enough in their environment to lead in the establishment of ideal community centres. Suitable subject matter in the hands of the teacher to lead the child to admire his home and its surroundings; to see in nature what will satisfy and develop a true patriotic spirit so necessary for contentment in any locality.

This could be found in a new type of reader for rural schools, with subject matter that will interest the farmer and his child more directly, and thus create a sense of individual importance and a proper respect for his own sphere in life.

About this larger unit there will gather the better library, the museum, the assembly hall for the development of local talent; the illustrated lecture so profitable to the farming community. The drawing card for the city will be in their hands at home and that without the risk of further adventure. We will have caught their attention at home.

Let us aim at better supervision by our public school inspectors, or public school instructors (model teachers) I would say—

going in and out among our public schools with all their time in hand to guide and encourage the teachers in active service, keeping them abreast with the latest normal school methods.

The present duties of our P. S. I. are too many and varied to allow him to accomplish the work, that to me is their one and all important function, namely, their full time service in active and actual advancement of the teaching throughout their inspectorate. He would know the school, the progress in classes, teach model lessons; know the standard and classification of the school library, and see that the latest and best of Canada's literary productions are a part of the same.

The secondary work—the clerical duties: those of making reports to the Educational Department, need not and should not be required of P. S. inspectors.

In former years this secondary work was a minor duty; whereas to-day it has become a major task at once wearisome and trying to a person who could be more profitably employed in the cause he represents and for which his high standard of academic efficiency has qualified him.

I am safe in saying that it does not require a "Bachelor of Arts" standard to enable a clerk to fill in and present the inspector's report to our Department of Education.

This duty of clerk for the inspector might, I repeat, be more profitably accomplished by adding an extra official here, with ample compensation independent of the inspector and his salary.

Throughout our Province the city principal has been permitted to take advantage of the clause in the P. S. Act allowing him to pass the entrance pupil without the ordeal of examination. I claim that a teacher qualified to teach and fit an entrance class in Rural Ontario is equally qualified with his fellow principal to sanction a like standard for his class and free his pupils also from that acknowledged nervous and mental grind.

Let our inspectors be our champions in this matter, and thus be a means of instilling confidence and dignity in one, who must otherwise feel demeaned and mistrusted. Equality often spells progress.

The problem does not begin and end with the public school. It has but begun. Courses must be offered through our continuation and secondary schools, for industrial or trade classes of pupils

at the age when the public school is through with their course—during the age of fifteen, sixteen and seventeen years. The vocational training will be rightly placed here.

Our industrial, technical, commercial and agricultural colleges must do their part to prepare the individual for future usefulness. This being an age of industry, let us learn to be wisely industrious, for the high standard that we would have one boy attain, our boys as a whole must attain. Competition in the industrial world calls for a high and uniform standard of product. Let us not be second in the race for industrial privileges. Rather produce "Things of beauty," "Bits of art."

The technical and commercial schools will aid to solve the problem for those of more mature years and qualify them to reach further the helping hand.

Last, but not least, the agricultural colleges, the experimental farms, the farmers' institute and the district representatives are to-day doing a great part to solve the rural problem. So much so, that it has become plainly evident that an increased number of these organizations established about our community centres will have the desired effect. Country life will to a certain extent be spiritualized through education.

It is ours to respect and train others to respect the honest labourer in every sphere of life: for his is an honoured and necessary calling. Hats off to the ideal farmer!

"Begin while life is bright and young,
Work out each noble plan.
True knowledge lends a charm to youth
And dignifies the man."

The country child must receive secondary education without the necessity of leaving the farm home, where natural protection lies. Rural Ontario may have better schools by spending more money in a better way.

The child interest must be linked to his environment; he must be imbued with the beautiful, so evident in his immediate surroundings. This may be done by live talks, memory gems, choice literature selections; by short trips through field and grove. Thus may we reveal much that has prompted our great writers to ennoble and commemorate in prose and verse.

To get strength and hold it the child must touch his Mother Earth, as did the giant Antaeus; must struggle with cold and heat; must experience how the knot yields to the skilful wedge; wrestle with labours that will try his endurance and must realize the pleasure of mastering the situation. It is from such people that the leaders of the world come.

The struggle is on for the mastering of the Rural Problem. In union there is strength. Let us be one in the great effort and sacrifice necessary for the realization of our aim, and with J. G. Holland let us plead:—

“God give us men! A time like this demands
Strong minds, great hearts, true faith, and ready hands;
Men whom the lust of office does not kill;
Men whom the spoils of office cannot buy;
Men who possess opinions and a will;
Men who have honour; men who will not lie.”

PUBLIC SCHOOL SECTION

PRESIDENT'S ADDRESS.

NATION BUILDERS.

MR. JOHN MUNRO, B.A., PRINCIPAL STINSON STREET SCHOOL,
HAMILTON.

From all the titles that may be applied to teachers in general, and to public school teachers in particular, I have chosen "Nation Builders", as being descriptive and most appropriate for these momentous days; for these surely are the days the poet described. "in an age on ages telling to be living is sublime." Having in mind the part that Canada has played in the great war, we might have chosen as a title, and quite modestly, too, "Empire Builders;" and in these days when we hear so much of the "League of Nations," and get a glimpse of Tennyson's vision, in Locksley Hall, when he wrote:

"For I dipt into the future, far as human eye could see,
Saw the Vision of the World, and all the wonder that would be;
Saw the heavens fill with commerce, argosies of magic sails,
Pilots of the purple twilight, dropping down with costly bales;
Heard the heavens filled with shouting, and there rained a ghastly dew
From the nations' airy navies grappling in the central blue;
Far along the world-wide whisper of the south-wind rushing warm,
With the standards of the peoples plunging thro' the thunder-storm;
Till the war-drum throbbed no longer, and the battle flags were furled
In the Parliament of Man, the Federation of the World.
There the common sense of most shall hold a fretful realm in awe.
And the kindly earth shall slumber, lapt in universal law."

We might have chosen, without being accused of being too ambitious, the title "World Builders," which would be a suitable designation for those who are inculcating great moral precepts and spiritual verities.

We have, in the past, been in the habit of speaking of explorers and discoverers as the chief nation builders; also those who project and construct our transcontinental railways, in short, all those who, to any considerable extent, increase the material

wealth of a country are honoured as builders. The late Cecil Rhodes has been called an "Empire Builder," because of his work in South Africa; but I shall not be surprised if future generations will remember him and honour him, and even reverence him, more because of the scholarships which he founded than because he aided in extending the area of the Empire.

Our one desire, until brought to our senses by the war, was to develop the resources of the country as quickly as possible, even to the extent of encouraging undesirable immigrants and granting them special privileges . . . forgetting that this does not make a nation.

"What constitutes a State?
 Not high-raised battlement, or laboured mound,
 Thick wall, or moated gate;
 Not cities proud, with spires and turrets crown'd,
 Not bays and broad-arm'd ports,
 Where, laughing at the storm, proud navies ride;
 Not starred and spangled courts,
 Where low-browed baseness wafts perfume to pride.
 No! Men, high-minded men
 With powers as far above dull brutes endued,
 In forest, brake, or den,
 As beasts excel cold rocks and brambles rude:
 Men who their duties know,
 But know their rights; and, knowing, dare maintain!"
 —*Sir Wm. Jones.*

This gives us a truer picture of what really constitutes a state—"Men who their *duties* know, but know their *rights* and knowing *dare maintain*;" to produce such men is the work of the teacher, and pre-eminently the public school teacher, since ninety per cent. of the pupils go no farther than the common school.

In speaking of the teacher as a builder, we naturally think of his tools, his workshop, and the material upon which he works. Just a word regarding the tools, etc., i.e., the text-books and other equipment. It goes without saying, that these should be the best procurable; but I have known good tools abused, and the material wrought upon ruined, by inexperienced and inefficient workmen, while I have known good workmen, with what were considered poor tools, turn out an excellently finished product. We appreciate what is being done to improve our text-books, and trust that, when the new or revised editions appear, they will be second to none.

The material with which we build—teachers have been called

the "moulders of the soul-stuff of the world," this taken in its most comprehensive sense should impress upon us the importance and the seriousness of the teacher's work; he is building, not simply for time, but for eternity; he is not only teaching and training how to do a few things, but is instilling a philosophy of life which will enable the pupils to meet all life's eventualities. Even teachers, Boards of Education, and the Education Department, are in danger of being influenced too much by the spirit of the times. "Trade Expansion," is the cry; hence, the possibility of over-stressing the industrial idea in our schools, giving it the first place when it should be kept secondary. Surely the war has taught us that right ideals come before dollars, not vice versa. We speak of children as our most "valuable assets," and unfortunately many parents take this view and endeavour to realize on their labours at an early age. We shall be without excuse if we follow the example of Germany. Germany had her voices crying in the wilderness, against militarism and commercialism, but the leaders and the people were deaf to the cry. Dr. Bohn, an American of German descent, reports views of intimate friends in the *New York Times*.

The first. A distinguished industrial leader is quoted: "The number of people in Germany that respect anything but force is utterly negligible. For twenty years I have wished the join a democratic party in Germany, and work toward disarmament, anti-imperialism and republican institutions, but there was no such party for me to join. I would have joined even the smallest group. But there was no group which had the courage to organize. . . I am hopeless, utterly hopeless, about Germany. Only complete defeat can give her a new beginning."

The second is a "profound scholar," whose home was in Munich. Dr. B. said to him that in Munich there must be left some of the German love of life for its own sake. "You're wrong," was the reply. "That is why I had to leave. There isn't a shred left of the old cultural life of Germany. Poetry is dead and real music is on its last legs. People think of absolutely nothing but getting rich individually, and brow-beating other people nationally. . . Don't think that you can talk to them about freedom and have them understand you—yet awhile. You must beat them down physically first."

The fourth is a distinguished journalist of Berlin. In talk-

ing with him he used phrases that made Dr. B. laugh. The German's reply: "Yes, yes, you may well laugh, you fellows who sit there in your America, 4,000 miles away from our Sabel Hollunken (sabre-rattling wretches) and enjoy yourselves. If you had to endure what we have had during these years, you would laugh out of the other side of your mouth."

I tried to turn the subject: "Can't you write something," I said, "that would really get hold of these people and bring them to their senses."

"Write something! Write something! Nonsense! Haven't I been writing my fingers off for thirty years! What those fellows need is not ideas for their brains. They need bombs on their skulls." "But we expect some help from within," I went on. "Help can come only from one place," he said, "from Bethlehem—Beth-Penn. But you do not realize it fully. They will cheat you yet—those junkers. Having won half the world by bloody murder, they are going to win the other half with tears in their eyes, crying for mercy." (Dr. B., an American of German descent.)

From this and what we now know to be the awful results of the German philosophy we ought to learn that it is neither wise nor safe to reverse the Divine order which is "Seek first his kingdom and his righteousness and these things shall be added," or "That thou mayst prosper even as thy *soul* prospers"; this is the true and the lasting prosperity; to Christians the final court of appeal must be the Bible, and thus in our teaching of patriotism it is. "Render unto Caesar the things that are Caesar's and unto God the things that are God's." such a patriot will be able to render the greatest possible service to his country and to mankind, and this should be the purpose of Education. The subject "Civics," and "Manners and Morals," give ample opportunity together with the abundance of material supplied by the war, and the use of the Golden Rule books, to present to the children the things that are worth while; and we all know from our experiences during the war how responsive and loyal the schools have been in services and in contributions. And what a powerful factor the schools have been in developing unquestioning loyalty to the government. The public school is our most democratic institution, hence it is here where the true principles of democracy can best be taught, and it is here where

that "democracy which is safe for the world" can be best produced, a democracy that will defend the rights of others as freely as its own.

It has been asserted that the average pupil should be ready for the High School at the age of twelve. This, it appears to me, is not a question for the so-called expert, but for the experienced teacher. By lessening the number of subjects, or the ground to be covered in each subject, or in both of these ways, and by having smaller classes, it would be possible; but is the average pupil of twelve matured enough for High School? It might be well for our resolution committee to consider this, and give the section an opportunity to discuss it.

In many city schools there are fifty scholars in a class: this renders it difficult to do much for the individual pupil. In Rochester, N.Y., thirty-five is the maximum for a class. It would seem to be a retrograde movement in Toronto to increase the numbers in the classes.

The teacher—It may not harm us to see ourselves as others see us. The late ex-President Roosevelt, in an address to teachers, said: "You teachers—and it is a mere truism to say this—you teachers make the whole world your debtor; and of you it can be said, as it can be said of no other profession save the profession of the ministers of the gospel themselves, if you teachers did not do your work well this Republic would not outlast the span of a generation. . . . You render some well-nigh unbelievable services to the country."

Hon. Dr. Cody—"We can never hope to make democracy safe for the world until it is made honest and intelligent. There comes in the great educational factor. The school of to-day is the supreme educational medium: it is the vitalizing power of the *teacher* that counts and the best educational system under the sun will not do any good if the tiny-souled individual imparts it. The teacher bears the great burden of the physical, the intellectual and the moral development of the future citizens of the Province and the great Dominion."

"The conservation of boys and girls is the biggest and most important problem and challenges every man and woman teaching to the highest endeavour. Never in the world's history could a man or woman say with nobler pride, 'I am a teacher.'"

We accept these statements as a correct estimate of the

teacher's value to the nation, but do people generally realize their indebtedness to the teacher? Do teachers themselves realize the influence they exert? Many of them no doubt do, but on the other hand there are those who are in the profession but are really not of it, because they are simply using teaching as a stepping-stone to something else; these latter find their work burdensome. Has not the time come when it should be made more difficult to enter the profession? Is it not a mistake to permit boys and girls still in their téens to take charge of a school? Ought not the teacher of our future citizen to be a full-fledged citizen, i.e., at least old enough to vote? It is not possible to practise law before one is twenty-one years of age, and surely no one will contend that the lawyer's work is more important or valuable to the community and nation than the teacher's work. The remuneration for teachers should be such that the prospective teacher would be willing to make more thorough preparation for the work, and would at least have the intention of making teaching his life work. Long and thorough preparation is necessary for efficiency in all forms, even the lowest.

On behalf of the Public School Section of the O. E. A., I wish to express to the Hon. Dr. Cody, the Minister of Education, the very great pleasure and satisfaction that his appointment gave us! and to assure him that we appreciate what is being done to improve our educational system, to benefit teachers, and to make teaching really a profession, and one that is worth while. I also am confident that I can promise the Minister our sympathy and heartiest co-operation in his arduous and important work.

VITALIZED HISTORY.

F. F. MACPHERSON, B.A., NORMAL SCHOOL, HAMILTON.

By what are we to measure the vitality of history-teaching? By the amount of knowledge gained by the pupils, or by their interest in and liking for the subject?

If we compare the greatest knowledge possible for a child to gain in the Public School by the age of 13 or 14 with the whole field of history, even of Canada and Britain alone, we must admit that it is very small, and if he does not supplement that little by reading and study in adult years, it may be considered practically useless for training in citizenship. We must measure the vitality of the teaching, therefore, by the interest in the subject shown by the class, and where interest exists, knowledge will be more likely to follow. Even in the public school period, more facts can be learned through interest than through cramming.

It has been my custom at the beginning of a new term to find the proportion of my Normal School class who dislike history, and the reasons for such distaste, in order to discover the number that I have to convert to have a liking for history, because that is the first requisite for good teaching of the subject,—a mere knowledge of facts and methods is of secondary importance. I find that almost the sole reason for the usual dislike of history is the use of bad methods of teaching, not the nature of the subject matter. Chief among the bad devices are:—(1) Forcing pupils to learn by heart whole paragraphs; (2) Assigning lessons for study without proper class preparation; (3) The subsequent quizzing of the class from the book, open to the teacher, but closed to the pupil,—which does not appear to the pupil like fair play; (4) The cramming of ready-made notes for examination purposes; (5) The over-emphasizing of dates, etc.

Do examinations help the teaching of history? One reason for restoring history to the Entrance Examination is that many teachers have given the subject no attention at all. One might ask how such teachers will handle the subject for examination purposes, and whether a state of active hostility to history on

the part of the pupil is better than a feeling of indifference through ignorance. Further, the influence of examinations on the teaching of a subject depends largely on the kind of questions set. If these call wholly for mere statements of facts,—the skeleton of history, as it were, without the flesh and blood of reality,—the teaching will be such as to meet the conditions. In fact, one may say that examinations will influence the teaching of history through three things:—the kind of questions asked, the character of the text-book on which based, and the ground supposed to be covered for the examination.

History is an intrinsically interesting subject for children, because it is about two things that children are naturally interested in,—*people* and *happenings*. Children's love for stories about these two is the basis on which we build, in connection with history, for the wider citizenship of the future. As a matter of fact, classes have been known to prefer history to any other lesson.

The secret of vitalizing history lies in the ability to make it *real* to the pupils. What does this *reality* mean? In "Schools of To-morrow" Dewey says: "Probably the greatest and commonest mistake that we all make is to forget that learning is a necessary incident in dealing with real situations." "We are continually uneasy about the things we adults know, and are afraid the child will never learn them unless they are drilled into him by instruction before he has any intellectual or practical use for them." "It is not their naming (i.e., of facts in geography or history) that is useful, but the ability to understand them and see their relations and applications to one another." "The essential thing to be brought about is, not amassing more information, but the formation of certain attitudes and interests, ways of looking at things and dealing with them." Some of the new school carry this idea of reality to extremes, and hold that reality is imparted only by production by the stimulus of environment. That would be hard on history. Prof. Judd's answer is that any scheme of education is relatively artificial. The whole period of youth, dependent and unproductive, is relatively artificial. A girl with her dolls, a boy with his tools, are doing something highly artificial, because the situation to which they apply their powers is not productive. The child solves his difficulties, not for results or to modify the

real world, but to get poise and new equipment and new ability to carry over from one field to another. His answer to the claim that the school should be a real world so as to arouse his enthusiasm in his work is that to a child the world of action is real, even when situations are merely imagined situations. To be real, a situation does not need to be productive for society, or to modify the physical world in any way,—it is real if it calls for a mental adjustment on the part of the child, or a conscious re-adjustment of behaviour.

For the making history real, the following are means available in any school:—(1) First and foremost, oral teaching right through the school; it should be the main basis even in Form IV, though there combined with other elements of method. For an example, read Mrs. McClung's picture of Pearlie Watson telling the story of the Magna Charta. (2) The sand table to illustrate scenes from history. (3) Modelling, in connection with Indian and Eskimo life. (4) Dramatization of historical scenes, as described in Browning's *Development*. (5) Pictures,—from books, on cards or slides. (6) Maps and globes. (7) Historical novels, e.g., those of W. Stearns Davis. (8) Current events—there has been more study of history in the last four years than ever before, because of the need of understanding how and why such things could be. (9) Local history, given by the oral method, as the vicar gave it to G. Selden in Mrs. Humphry Ward's *The Shuttle*. Any teacher who will use faithfully these ways will create a deep and abiding interest in history, not only in the class, but in himself too.

The chief thought to leave with you is that history-teaching is vitalized when it creates a love for history, not when a great number of facts is given; or, in Ruskin's words: "You do not educate a man by telling him what he knew not, but by making him what he was not." (Mun. Pulv.).

A BIRD LOVERS' CLUB IN EVERY SCHOOL.

If we may judge by the signs of the times, more and more the modern school will endeavour to make the work of the public school as practical as possible, and will have the preparing of the boys and girls for fullest citizenship before them, having special thought for the circle in which the individual will be expected to move. In the arrangement of the course of study, in the selection of the subjects and the presentation of the individual lessons, this purpose will be kept in view.

I know of no statement that is more false than the one that declares that all men are born equal. There is a personality in potatoes and even in peas. Not only is there a personality in sheep, but the eastern shepherd knows his sheep—not only from those of another flock, but he is able to distinguish each sheep from the others of his own flock. He calls them by name, and they come. Much more is there a personality, an important personality, in our boys and girls; and the individuality is as much more important, as the possibilities of our lives transcend the value of mutton and wool.

More and more, teachers will come to realize that their mission is to enable each child to live out his own life—to contribute the whole wealth of his special talent for the welfare of his generation and race. Good teachers will therefore be explorers, finding out the natural wealth of those little regions of unknown riches and possibilities. Domsie of the "Bonnie Briar Bush" was constantly on the lookout for lads of "pairts." The modern teacher should be on the lookout for "pairts" of braw lads and bonnie lasses. The teacher's highest function will therefore be the discovery of special talents, and the encouraging and developing of each—the exploiting of them, so to speak, so as to place these products on the market of the world.

In the past, the preparation of our girls for public life was, perhaps, more or less, a work of supererogation; but that day has passed and gone forever. Woman is going to take her place side by side with her brothers; and little by little, her disabilities will fade away and she will be recognized as man's helpmeet, as she was created to be in the beginning—in the family circle, in

the market place, in the counting house, in the professional world and in public life. Each will move in the circle for which she was endowed, so that she will be as happy as a bird in the doing of those things which are natural and tasteful to her. The day is surely past when we are to consider the doing of the distasteful task, the highest expression of devotion to duty.

To be a good citizen, we should be well informed, able to choose the good from the bad, ready to ally ourselves with others in a good cause and able to present our views in such a way as to win others to the cause with which we are identified. Like the Knights of King Arthur's Round Table, every one should have his quest in life; and the difference between one man and another, between one woman and another, is the difference in the quests which they accept—just to the extent to which the individual lets God into his life. It depends on what altar he lays his life, for the altar sanctifies the gift.

The preparation or production of such citizens is the work of the home, and the school—the home primarily and the school as the servant of the home. Modern society is a community agreement in which each becomes a specialist in the interests of all. We teachers profess to be specialists in the training of children, and, from time to time, we all have had glimpses of attainment in that work which holds visions of the possibilities of our mission before our wondering eyes.

To be a good, intelligent citizen, we require to be informed, and able to discriminate in the selection of the acts of life. It is for the parents, or their representatives, the teacher, to create proper ideals in the heart of the child, and to place him in the way of gaining information for himself. Ideals grow. All we can do is to give them proper direction. The same ideal may dominate individuals of very different talents. We can encourage them to love the good and to fear and avoid the bad; and this love will be intensified as the years go by.

I have always been so thankful that my mother took such an interest in temperance that she encouraged us, as boys, to have a little temperance lodge. We held it in the kitchen, the living-room of those times. Neat and clean and large and warm, with a fine, big table to sit around. She instructed us in how to conduct the work of the lodge, took the trouble to make regalias for us, and supplied us with a flag so that we could go out for a

march to show our colours as a temperance organization, and that, in a village where they had four taverns. I cannot say that it had much influence on the general public; but mother's object was effect on her own boys and their playmates; and in that she was successful. I do not know the taste of liquor or tobacco to this day; and I am thankful to say that I have the courage of my convictions and am ready to support them with very strenuous effort—not necessarily physical.

I am thankful, also, that a certain school master, Mr. A. C. Steele, a young man of pronounced temperance views, came into my life to follow up my mother's influence. Before he had been in our village two months, he was at work to establish a branch of the I.O.G.T., for which one of the tavern-keepers met him on the street and was going to thrash him—but only going to. This did not deter him, however, for he followed up his good work by establishing a junior branch, for the boys and girls. In the work of arranging my papers this winter, I came across my old certificate stating that I was a member of "Wide Awake" Cold Water Temple, having signed the pledge on April 15th, 1874—a pledge which I have kept scrupulously to this day; and I am proud to be able to say that for nearly forty years, no one has invited me to "take a drink." My prohibition views have been known and respected. I only hope our teachings will thus influence the lives of *our* boys and girls.

This afternoon I wish to propose the formation of a Bird Lovers' Club in every school or classroom of the Province:—

1. As an organization in which the boys and girls will be trained in how to conduct a public meeting and to perform the various duties connected therewith.

2. As a means of interesting the pupils in a subject that is transcendently fascinating.

3. As a means of opening the hearts of our boys and girls to a love for their fellow creatures.

4. As a means of encouraging them in close and careful observation, and in the power of comparison and recognition.

5. As a means of opening their eyes to an appreciation of the beautiful around them—beauty of form, of colour, and of action, as well as beauty of sound.

6. As a means of encouraging them in description—and English composition—oral and written.

7. As a means of securing their influence in the protection of bird life, instead of the wanton destruction which so often obtains—the creation of a bird sanctuary around every home.

8. As a means of opening up to them all through life, a vista of most charming experiences, to brighten life's drabdest days—an experience which is denied to the vulgar crowd.

Of course the Club must have a set of officers; and one part of the training will be to impress the members with the importance of choosing good officers—those who will be suitable for the duties devolving upon the various positions. There will be a president to preside over the meetings and preserve order, and a vice-president to take his place in his absence. If possible one should be a girl and the other a boy. There must be a secretary to keep a record of the minutes, and to carry on the correspondence of the Club. There must also be a treasurer to take charge of the funds of the Club. Though it be small, there should be a membership fee, and the pupils should be encouraged to earn the fee for themselves by doing some definite work for some one, so that they will be the only one concerned in the payment of it. They will thus be trained to contribute to the cause, or interest, with which they are associated; there should be no barnacles in society. Then, last of all, there should be an executive committee to help to carry on the work of the Club and at the same time to prepare them to be officers in the days that are to come. Of course, from time to time, special committees will be formed to carry on special work which may arise.

Of course the teacher should be the Guardian of these "Bird Lovers' Clubs" and have a place on the executive. She should be the chief adviser, the one who instructs the various officers in the performance of their duties in conducting the business of the Club. She should impress them with the dignity of the office they have been elected to fill, and lead them to feel that a public trust has been conferred upon them—a mark of public confidence which they must show is well founded. She must be the chief enthusiast of the Club, and enthusiasm is as contagious among children as the measles, and far more valuable. By her word and her example, she should encourage, and be ready to direct, the boys and girls in the carrying on of the work. Not her knowledge but her attitude will be most valuable. Each line of work which is undertaken will have its associated pleasures and

each line will suggest other associated or consequent circles of activities. The work of the Club will have the two characteristics which are said to exist between Life and Love—she will encourage each to plan activities for himself or the Club, and to present his suggestions at the regular meeting. She will encourage the whole Club to look carefully at every suggestion that is made—to see its strength or its weakness, to see the possibilities of the proposal and to suggest ways and means of carrying it out. All this will cost the teacher an expenditure of vitality; but it will pay in the development of her boys and girls, and in the enrichment of her own character and personality.

She should encourage them to come to the meeting prepared, with the proposal well worked out and carefully worded. There is nothing so good as to have the motion carefully written down. Then it is well to discuss the proposal with one or two others; it will clarify the subject in the person's own mind and at the same time insure an intelligent seconder to support the proposal. It will give some practice in defending the proposal, so that one will have its advantages well in mind, and it makes the person more enthusiastic in its support. It will be a private rehearsal for a public presentation of the case. In after life, it will often need much argument to secure the support necessary to have even a good proposal adopted. There are so many selfish interests in the way, and there are so many persons who are so phlegmatic that it is almost impossible to arouse them to interest.

The meetings could be held on the Friday afternoons or perhaps on the alternate Friday afternoons—not too often, as they should have a chance to *do* something; and not too far apart as to lose interest. The value will be according as they work at it, and the nature of the work that could be taken up is almost limitless.

There could be a little formal opening—the singing of a piece and the asking of a blessing. Every public meeting should be opened by asking God's blessing. Then, the minutes of the last meeting should be read and confirmed. Business arising out of the minutes should be taken up and communications presented. Then would come the reports of committees and an opportunity given for the making of remarks by those present, telling what they had seen or found that would be of interest to the Club. If there are boys and girls in the class, the boys could be

given an opportunity to speak, and then the girls. If there were several classes, those of one form or those of another could be called upon; but I would not call for an individual unless he had confided to me that he had something to say. The desire to say will come. Wait for the spirit to most; the result will be much better.

The singing of songs that are peculiarly appropriate to the furthering of interest in, or sympathy with, birds and bird-life, should be emphasized, as one of the most forceful means of creating and intensifying interest. The more beautiful the tune, the deeper will be the impression made. These songs may be sung by individuals, or by a duet, a trio, a quartette, a choir or by the whole club. It will not be necessary to have new pieces every day, as the repetition of them makes the children's love for them stronger. We have our favorite stories and our favorite songs and hymns as well as our favorite girls. No change is desired. So, one piece may be known as Mary Brown's piece, and another as Willie Green's song. Each should be encouraged to sing it well. It is whispered that even preachers give the same sermon over again. At times all could join in the chorus of a solo, a duet, a trio, or a quartette. Variety is the spice of life.

The children should be encouraged to seek literature that bears on the subject, and present it to the Club. This will lead them naturally into reading habits. They will have a purpose in their reading. It will really be a bit of research work, and any of us who have been engaged in pieces of research know how entrancing it is. More than once I have been so interested that it has gone hours past midnight without noticing how the time has flown. It will introduce them to the work of discriminating between pieces—developing their taste, and choosing what, in their opinion, is the finest. You know some people's taste is all in their mouth. These selections could be read or recited, thus: developing their memory, and their powers of expression or dramatization.

There are many beautiful selections about the birds, both in prose and in poetry. A collection of these could be made for the *club scrap-book*, or perhaps, more ideal, the club's collection, to be mounted on suitable manilla paper (6" x 8").

The coming of the birds in the spring and their leaving in the autumn would be subjects for report. The news of the nest-

ing of the birds—where they are, what they are made of, what they look like, the number and appearance of the eggs, etc.—could be subjects for individual reports. At first they may perhaps be able, merely, to answer questions; but practice will enable them to give a very creditable report. You know: “We learn to play on a harp by playing on a harp.” You will find that when they have something to talk about in which they are interested, you will not need to urge them to “do something.” The work of the president will be to keep them in proper subjection. There, a fine point in presiding will come in. The president must decide who is to speak next, and his decision is absolute and final. The rule is, “the first one to catch his attention,” and will give him great scope for impartiality.

Some of the boys will have cameras, and what could be more interesting than a collection of the pictures of various nests and various kinds of nests. I am of the opinion that the birds could be so familiarized as to allow the boys to take good snaps of them. Gene Stratton Porter has a marvellous collection of pictures, the life story of various birds. This kind of work would be another contribution to the community—a public spirited act in which the donors will take a very great pleasure—as great as comes to the person who devotes a public fountain for man and beast.

Then, a campaign for making birds’ houses could be undertaken and a bird sanctuary established near the school. I am quite aware of the fact that the sparrow problem and the crow problem are calling for a solution, and it will call for no mandarin sentiment—it will call for clear, cold-headed justice—like they require in Paris to-day.

A collection might be made of the pictures of the birds in the neighbourhood, and some of the boys and girls may have a special talent for this work. If so, it will be an advantage to the whole Club, as these boys and girls will likely be allowed to decorate the blackboards. It would do your heart good to visit Miss Galley’s room in the King Edward School, Toronto. Her blackboards are simply charming, and this is by using the odd corners and the parts of the blackboard too high to reach in ordinary work. Of course there will have to be a period of practice for this, and all will know the special talents of each member of the community. In the larger world we know who is a specialist in

this work and in that—that this city is noted for this manufacture and that one is famous for that manufacture—that this country is noted for these products and that country is noted for those products—and all know that it is by specializing in what they can do best that they have become noted or famous. So our boys should be encouraged to become artists in one line of life, the line that they have special talent for. This will take up much time between meetings and will call for tact and resourcefulness—a most valuable object in education. If rare talent is shown in this work of making pictures of the birds, the walls could be decorated with slates, each one having the picture in colours of one of our common birds, life size.

If it could be arranged—and where there is a will there is a way—it would be well to have one or two patrons, persons of position and influence in the community who will take a personal interest in the work of the Club, and who will, perhaps, contribute something to finance its workings. If there is an outstanding trustee, it would be a stroke of policy to have him identified with the practical working of the school. If he becomes an enthusiast—and he should catch it, if he is exposed—he will be a bonanza to the school. If you have more “presidential timber,” as the Americans call it, there is no reason for limiting your patrons to one or two.

Again, if you are blest with a good woman in, the section, who could be induced to become the patroness and lend her sympathy and advice to the project, do not miss it. It will be a blessing to the school and a privilege to the woman, and particularly so if she has children at school. If your section is blessed with more than one of such mothers, your actions are not limited by any constitution. Here is where the Home and School Club can have a beginning that will be a blessing indeed.

Of course, this will take time, but it will pay. What you want is the education of your children—the development of their talent. What more could you want than just this? What talent worth developing would not be called forth in such a circle? It is an ideal way of teaching and it will have a reflex influence on your teaching of other subjects; and as the days go by, we shall have other subjects interestingly and successfully taught along these lines. I have no doubt of the result if you

really give it a chance. Let us have a Bird Lovers' Club in every school of our Province.

I submit herewith the constitution proposed for the Junior Branch of the Canadian Society for the Protection of Birds, prepared for such conditions as exist in our schools:—

REGULATIONS FOR JUNIOR BIRD LOVERS' CLUBS.

NAME.

The organization shall be known as the Canadian Society for the Protection of Birds, Junior Bird Lovers' Club of
(fill in name of school and of place).

OBJECTS.

The particular objects for which the Club has been formed are:

(a) To learn the laws of Canada enacted for the protection of birds and to assist in obeying and enforcing them.

(b) To enlist as many girls and boys on the side of the birds as possible.

(c) To encourage the study of birds and their habits by careful observation and free discussion.

(d) To promote sanctuaries for birds.

(e) To study the proper construction of bird nesting boxes and to hold exhibitions of same.

(f) To organize the winter feeding of birds.

(g) To keep records of migration.

(h) To learn how to conduct public meetings and to fill executive offices rightly.

MEMBERSHIP.

The Club may enroll Patrons and Patronesses, one Counsellor, and any number of Active Members.

Patrons and Patronesses shall be adults, in the community, who shall assist the objects of the Club, socially and financially, and shall be elected annually.

The Counsellor shall be, preferably, one of the teachers on the school staff who shall assist the Club by advice on all occasions, and shall be elected annually.

Active Members shall be boys and girls of fifteen and under, who subscribe and pay annually 20 cents to the Club funds. (It is suggested that they earn this sum by some service.)

PLEDGE.

Active Members shall be required to subscribe to the following obligations:

In becoming a member of the Canadian Society for the Protection of Birds, Junior Bird Lovers' Club of..... I pledge myself to protect all useful wild birds from their enemies by every means within my power; to promote the study of their life, and to influence others to do the same.

ELECTION OF MEMBERS.

Active Members, only, who have paid their fees shall have the right to vote upon any business of the Club.

The Club at any of its meetings may suspend or expel, by the vote of three-fourths of those present, any member for violation of the pledge, but the member shall have every opportunity to make an explanation.

MEETINGS.

The Club shall meet at least twice a month on any convenient day, at any hour, or place.

The Club shall hold an annual meeting for the election of officers and others.

The President may call public meetings and arrange entertainments from time to time, to promote interest in Club work.

RULE OF MEETINGS.

A majority of votes shall decide any question at all meetings of the Club, excepting as above provided.

EXECUTIVE.

The officers of the Club shall be a President, a Vice-President, a Secretary, a Treasurer, and as many Directors as desired. The offices shall be assigned as equally as possible between girls and boys.

DUTIES OF OFFICERS.

The President shall have general supervision and direction of the affairs of the Club and shall preside at meetings.

The Vice-president shall act in the absence of the President.

The Secretary shall keep a record of the proceedings of all meetings, and carry on all the correspondence of the Club.

The Treasurer shall receive and hold in trust the funds of the Club, keep an account of them, and deposit the same as directed by the executive.

QUORUMS.

The Club shall decide for itself what number shall constitute a quorum at all business meetings.

BADGE AND MOTTO.

The badge of the Club shall be the White Throated Sparrow, known as the Canada Sparrow.

The motto of the Club shall be: "Te Canada Cano" (meaning: I sing of thee, Canada).

ORDER OF BUSINESS.

The Club shall decide for itself what shall be the order of its business.

Suggestions: Devotional exercises and National Anthem;

Reading of minutes and correspondence;

Presenting compositions and recitations;

Open discussion.

REPORTS.

The Club shall send a report of its officers and transactions to the Secretary of the Canadian Society for the Protection of Birds, in October of every year, or oftener.

BENEFITS.

Posters will be distributed by the General Executive to Clubs free of charge.

On receipt of 10 cents for each Active Member of a Club, along with his or her name and address, from its Secretary, a

membership card, and the pretty bird pin, and literature, will be sent by the General Secretary to each such member. But no obligation exists on either side, otherwise, to receive or to supply any of these things.

The General Executive Committee stands always ready to advance all Club interests.

THE IDEAL SECRETARY OF A TEACHERS' INSTITUTE.

J. A. GRAHAM, SECRETARY-TREASURER SOUTH GREY TEACHERS' INSTITUTE, DURHAM.

In every Public School Inspectorate throughout the Province of Ontario, a Teachers' Institute is maintained by the Department of Education for the professional improvement of teachers and for the discussion of such matters as concern the teaching profession generally.

Of late years every Teachers' Institute meets annually for two days at the most conveniently situated town or village in the inspectorate.

Usually the Department of Education supplies a lecturer who presents one or more important subjects, but upon the teachers rests the responsibility of providing a programme that will be both interesting and instructive and so ensure the success of that Institute meeting.

Of the many circumstances that make or mar that success, none is more potent than an efficient or an inefficient secretary. The ideal secretary of a Teachers' Institute is one whose work and influence contribute largely in making this annual meeting of teachers an ideal Teachers' Institute.

If an ideal be sufficiently high it is but rarely attained, but in any event the result will be more satisfactory than that attained by a lower or indifferent ideal. It has been said that trifles make up perfection, but perfection itself is truly no trifle.

Among the many important trifles which help to make an ideal secretary, the following may be mentioned:—

(1) There should be a complete unison of aims between the Public School inspector and the secretary of the Teachers' Institute. Naturally no person is more anxious than the inspector that this annual meeting with his teachers should prove a success. True, he visits them twice a year in their schools, but once a year only does he meet them in one assembly where he and they seek to improve the occasion by a further acquaintance to their common benefit.

(2) The ideal secretary leaves nothing to chance in assisting the inspector and executive committee in procuring material and in preparing a programme for this annual Institute meeting.

He, with them, should commence preparing for the next just as soon as the present one is over. They should make mental notes of wherein this one lacked in attaining the ideal and benefit by this experience in the future.

(3) The ideal secretary uses every endeavour to enlist the hearty co-operation and good-will of the people in and around the towns in which the Teachers' Institute meets from time to time.

This may be accomplished in various ways. The local conditions must be known. Usually the people in these towns become as interested in the success of our meetings as we are ourselves. Our success in a manner is their success. It is always well to have arrangements made previously to have the members of the High School Board and the Public School Board of the town attend some of our sessions and be encouraged to take part in the discussions.

Most towns now send representatives from the town councils to bid the teachers welcome and to invite them before leaving town to an automobile ride to view their public buildings, factories, schools, parks, and other objects of local interest in and around town.

The programme for the evening meeting is varied from year to year. The principals and teachers of the town in which the Institute meets that year decide the kind of programme which will prove most suitable to the occasion. Sometimes there is a musical and literary entertainment with one or more inspiring lectures; at another time an "At Home" is arranged at which the teachers are the guests of the townspeople. Addresses are given by the leading men of the town usually along educational lines. A varied programme of music and literary selections is usually followed by light refreshments. A pleasant social time is spent by the visiting teachers and their kindly entertainers, who are in turn invited to the sessions the day following. Many do avail themselves of the opportunity of attending. All such meetings with the people are prolific of much good, as a better feeling afterwards prevails as they learn more of the real aims and endeavours of one another, and each receives a mutual benefit therefrom.

There is one thing the secretary must not forget. He should send special invitations or complimentary tickets to the clergy of the town and to the editors of the town papers to attend as often as convenient with us in our several sessions.

The teaching profession has much to gain and nothing to lose by standing on good terms with both the Pulpit and the Press.

(4) The ideal secretary, by precept and example, endeavours to encourage the younger teachers to take part in the programme and in the discussions.

Under the kindly, thoughtful guidance of the inspector and the president, each paper is discussed by the teachers who wish to derive all the benefits possible from each item presented. No withering criticism from a vinegar-tongued critic should ever be heard where inspectors and teachers meet to learn all that is best in our noble profession. Let all suggestions be made in a kindly, cheery spirit, so shall we all live to learn as well as learn to live.

(5) The ideal secretary arranges to furnish the Press of the inspectorate, and the Department of Education, with a synopsis of each paper and the important points brought out in the discussion, together with the general routine of the work in the several sessions, and the names of the officers for the next year.

The people of the inspectorate, by this means, learn why their schools were closed for the last two days. They can also see the part taken by their own teacher, and they know he or she will be much benefited by such meetings and that the children of their section will ultimately reap the benefit from the added experiences gained at these meetings of the Teachers' Institute.

(6) The ideal secretary is a subscriber to and a reader of the leading educational journals, and encourages all teachers to do likewise.

Provision has been wisely made by the Department of Education whereby part of the legislative grant to each Teachers' Institute may be used in paying a portion of the cost of any educational journals desired by a *bona fide* member of the Institute who has paid the nominal membership fee. Some Institutes pay more than half the price and the teacher the remainder of the cost. Notwithstanding all these inducements, there are many Institutes whose teachers do not avail themselves very largely of

this favourable offer, while in other Institutes every teacher in the inspectorate, with perhaps one or two exceptions, takes one or both of "The Canadian Teacher" and "The School," and every primary teacher takes "Primary Education."

No better way of introducing a Professional Reading Circle can be suggested than that of having every teacher a reader of our recognized educational journals, thereby combining what is best and most modern in practice and in theory.

A good live secretary can do much in advising young teachers, especially in starting right by taking and reading our own professional magazines.

(7) The ideal secretary should be a strictly up-to-date business man or woman, more particularly, as is often the case, if the offices of secretary and of treasurer are combined.

All correspondence should be promptly handled, and in important matters carbon copies of the letters sent in reply should be kept for future reference.

The accounts of all moneys received and paid out should be entered with scrupulous care in the cash book, which should compare item for item with the Institute bank book. All vouchers, cash book and bank book can then be more easily examined and audited by the auditors elected by the Teachers' Institute for that purpose.

(8) The office of secretary should not be changed too frequently, provided the secretary shows an aptness for the work and is willing to continue.

In these times of such continuous change of teachers there are Institutes which elected their officers last fall for this ensuing year who will find by the time of next Institute meeting this fall that more than half of them from president down have left the inspectorate or the profession.

This often makes it a difficult matter for the inspector and the remaining ones of his executive to arrange the fall meeting, as so many of these changes of teachers take place during the summer vacation and the new teachers take their places in the schools the first week of September—the month preceding October, when so many of our Teachers' Institutes hold their meetings. It is therefore in the best interests of an Institute to make a selection of a secretary who may reasonably be expected to remain in the profession in that inspectorate for a few years.

(9) As the secretary should be for the time being in a manner a business agent of the Teachers' Institute by whom he was elected, it is advisable that he or she be one of the two delegates sent by them to Ontario Educational Association, with instructions that he or she present a report of the O. E. A. at the next meeting of that Teachers' Institute.

It must be admitted that there is a lack of a permanent bond between our individual Teachers' Institutes throughout the Province and the O. E. A., this great parliament of teachers now assembled in the various halls of this great university.

For many years many of our Institutes sent different delegates who were much impressed with what they saw and heard at these grand meetings. Many of them prepared good reports and presented them, but more of them prepared a report and it was placed about the last item on the programme for the last convention day. It was getting near afternoon train time. The teachers were becoming uneasy lest they should miss it. The remaining part of the business is rather hurriedly passed through, and with it the delegates' report of the O. E. A. for that year.

Next year another delegate is sent. He attends, prepares his report, but at summer changes schools, and is now in another inspectorate.

These are not solitary cases, but what obtains in very many of the Teachers' Institutes throughout the Province. If we refer to the report of the O. E. A. for 1918 we find that only forty-three Institutes forwarded their membership fees out of a total of over one hundred Teachers' Institutes.

There should be something done to draw what is being accomplished at this great parliament of teachers to the attention of our brethren in those Institutes which are not represented here at this meeting of the O. E. A. in 1919. Let us who are privileged to be here this spring endeavour to present such a report as is worthy of this great O. E. A. meeting.

Our County Institutes should be the threshing ground of all the ideas and suggestions made at this meeting, and their delegates for next year should come here and report to the O. E. A. the ideas and suggestions of the County Institutes throughout Ontario. There are many Institutes which do not yet fully appreciate all that this O. E. A. has done, is doing, and will

continue to do for the teaching profession throughout this Province. It is for these reasons the suggestion is made that the secretary of each Teachers' Institute be one of the two delegates the Education Department authorizes to be sent annually to the meetings of the Ontario Educational Association, and bring in the report on the afternoon of the first day of the annual Institute meeting this fall.

In conclusion, let it be said that not only should the secretary of a Teachers' Institute be ideal, but also all, from the inspector down to the youngest teacher present, should strive faithfully to make each annual inspectoral meeting of teachers an ideal Teachers' Institute at which all true teachers would be happy to meet, sorry to part, and glad to meet again.

THE GRAFONOLA IN THE SCHOOL.

J. MILNOR DOREY, M.A., ENGLISH MASTER, HIGH SCHOOL,
TRENTON, N.J.

The purpose of this talk was to discuss the rapidly increasing importance of music in the public schools, to show that the grafonola is the most practical and useful mechanical agency in this work, and to demonstrate with classes of children what can actually be done.

It is unnecessary to dwell on the importance of music in the course of study. We all know what part it plays in life,—in home, church, concert, in the army, in social gatherings, on the street—everywhere. We know of its benign influence in making life nobler, sweeter, and the lives of men of more service. This being so, it is obvious that music must be thoroughly and scientifically taught to the growing child. U. S. Commissioner of Education Dr. Claxton, says, "After the three R's, music is of more practical value than any other subject in the school curriculum." The Minister of Education for the Province of Ontario authorizes a course of music throughout the Province "to cultivate in pupils a taste for good music, to provide an ennobling means of emotional self-expression, and to afford an agreeable change in the routine of school work and the occupations of daily life."

This authorization is explicit. It implies a sound and thorough course of training in Normal Schools, and a sound and thorough course of instruction for the pupils. More than that, it implies the use of any agency which will bring to the children the great storehouse of music sung and played by the best artists; in short, a course in music appreciation. In addition, it implies a definite and practical application of the course in music so that the results will react in the entire life of the school.

In order to accomplish these results every school should own a grafonola and a collection of well-chosen records. Practically every school in the United States possesses one, and this situation should be duplicated in Canada. Not only does such an instrument possess the obvious values of providing recreation to the

school when, because of some disciplinary condition or the mere necessity of an agreeable change in the routine of the day, some stimulating piece of music may be played; but it is of invaluable service in functioning in all the physical activities of the school, the drills, marches and dances. In addition, it offers the finest readings of choice literature for illustrative or imitative work, entire courses in language study, and a welcome substitute for the teacher in courses in penmanship. Its chief function, however, is to bring to the teacher and pupils the great wealth of music of all sorts, sung and played by great artists, for a thorough and systematic course in music appreciation from the kindergarten to the high school.

For the purpose of convenience and clarity, the following outline was followed. The records listed served as typical examples of the music to be employed under each subject. These records were played on the grafonola during the course of the talk. In each case the subjects under the heading "Instruction" were illustrated by pupils from the Perth Ave. School, Toronto, where the grafonola is in daily and continuous use. The pupils demonstrated the work under the personal direction of Miss Mae Skilling, Supervisor of Music of Perth Ave. School. Following is the outline of the talk and demonstration:—

THE GRAFONOLA IN THE SCHOOL.

"Every school ought to own a phonograph and some records."
—Peter W. Dykema, Chairman, Dept. of Public School Music,
Music Supervisor's National Conference, U.S.A.

INSTRUCTION.

1. Measurement: Records based on psychological tests of Dr. C. N. Seashore, University of Iowa, A-7536, etc.
2. Physical Drill: Records based on Butts' Manual of Physical Drill for the U. S. Army. A-3073.
3. Penmanship: Records based on the rhythmic penmanship course in use in New York City, and elsewhere, as devised by Prof. J. Albert Kirby, Head of Commercial Department, High School of Commerce, New York City, A-7530-2.
Music Records: A-5884, "Blaze Away," 2/4 time; A-6019,

- "Cecile Waltz," 3/4 time; A-7515, "Washington Post March," 4/4 time.
4. Assembling and Dismissal of School: A-7535, "Spirit of Victory March," Cogswell.
 5. Folk Dances: Records made under personal direction of Cecil J. Sharp. A-7524, "Flamborough Sword Dance"; A-3065, "Sellenger's Round."—
 6. Interpretative Dances: A-5857, "Dance of the Hour" (La Gioconda), Ponchielli; A-2434, "Butterfly," Grieg.
 7. Speaking Voice Records: A-7524, "Johnny Chuck Finds the Best Thing in the World," Burgess; A-5822, "Julius Caesar," Humphrey.

APPRECIATION.

A. Sensory Period:

- A. 1. Song: A-1238, "Auld Lang Syne."
2. Rhythm: A-2111, "Dolly Dances," Poldini.
3. Descriptive: A-5684, "In the Clock Store," Orth.

B. Associative Period.

1. Musical Content: A-5823, "Marseillaise";
A-6071, "Loch Lomond."
2. Time: A-5150, "Funeral March," Chopin;
A-2162, "Minnet," Beethoven.
3. Form: A-3011, "Sweet and Low," Barnby;
A-1884, "Dialogue for Three," Hamm.

C. Adolescent Period:

1. Vocal Music:

- (a) Song, 77719, "Songs My Mother Taught Me,"
Dvorak.
- (b) Opera, 48762, "Celeste Aida," Verdi.
- (c) Oratorio, A-5234, "Oh, Rest in the Lord,"
Mendelssohn.

2. Instrumental Music:

- (a) Overture, A-5237, "William Tell," Rossini.
- (b) Tone Poem, A-1836, "Danse Macabre," Saint-Saens.

3. Correlation with other subjects:

- (a) Geography, A-3057, "Children's Chorus."
Seneca Indians.
- (b) History, A-5874, "1812 Overture," Tschai-
kowsky.

(c) English:

1. Ballad, A-5132, "Drink to me only with thine eyes," Jonson.
 2. Lyric Poem, A-2633, "Spring Song," Mendelssohn.
 3. Drama, A-5806, "Peer Gynt," Ibsen-Grieg; A-5924, "Fifth Symphony," Beethoven; "Macbeth," Shakespeare.
4. Language Records.

RECREATION.

Records of all kinds, vocal and instrumental, for popular, art, patriotic, and sacred songs, and band and orchestra music for social dances, and miscellaneous programmes.

One of the sessions of the Supervising and Training Department was given over largely to an exposition by the President, Mr. S. Silcox, of Stratford, of mental tests and measurements, the various devices now in common use in the United States for ascertaining mental capacities and progress in the study of reading, arithmetic, writing, spelling, composition, etc. This examination and recording has now been applied to music. By means of the tests referred to, all in musical record form, any teacher may make a scientific survey of her pupils and ascertain exactly their native sense of pitch, time, intensity, consonance, dissonance, and memory. In this way she may be able to know to a certainty what pupils are weak and strong, and in what respects, and, particularly, the vocational possibilities of the pupils. This knowledge is of great value both to parents and to the school authorities. It enables both to know to what extent provision may be made for their vocational instruction. This new and valuable process is to be made the basis of standardizing the course of music in the schools of the United States, and it should be adopted as the basis of this work in Canada.

The value of music in record form for physical drill is that it is specially composed to fit into the types of exercises employed by instructors, is of greater variety than can be obtained in any other way, is more stimulating because it is rendered by bands and orchestras, and is played in strict tempo, with the accents sharply marked. This merit also applies to the great wealth of folk dance music which is played in the schools and on the play-

grounds in order to fulfil the requirements of the course of study which enjoin on school authorities a course in physical instruction "to provide rational forms of exercises for the attainment and maintenance of health, the development of a symmetrical body, and the formation of habits of grace and ease in muscular movements." Variety has been given recently to orchestral renditions of folk dances, which, of necessity, repeat the melody over and over, by employing different instruments to take the melody with each repetition. For the assembling and dismissal of school it is obvious that the music of a rousing band number played on the grafonola is of greater service in keeping strict formation, even step, and general exhilaration, than mere counting or even the music of the piano often uncertainly played as to variety, strictness of tempo, and vigor.

Band or orchestra records playing in different tempo are in great use in the United States during the penmanship or typewriting hour. The purpose is to employ the natural rhythm which is latent in every one, and especially in the growing child, and which is absolutely necessary for ease and speed in penmanship and typewriting, and by the use of which music, as the pupils write, to facilitate this development. Widespread successful results have proved the sense and practicability of this truth and process. In addition, an entire course in penmanship, as devised by Prof. J. Albert Kirby, of the High School of Commerce, New York City, and standardized in that city, offers a clear speaking voice in record form, giving instructions to the pupils and performing the counting rhythmically. This service enables the teacher to move about among the pupils assisting them to correct posture, making correctings in writing, and thus producing speedier and more accurate results.

Every school should have a well worked-out course in music appreciation. It is just as logical to provide for such a course as to provide for a course in literary appreciation. Both have to do with developing the finer impulses, to serve as inspirational and cultural factors in making life worth living while earning a living; in short, to tone the emotional life, our most vital field of individual and social expression, to the highest and noblest plans of thought and endeavour.

This course in music should cover the entire school period, from the kindergarten to the high school, and it should follow

strict pedagogical and psychological lines. As the outline shows, there are three periods of child growth, the Sensory, the Associative, and the Adolescent. Under each head are listed some of the chief elements which require treatment. In the first period, the child learns largely, if not wholly, from the things which appeal to his senses. Simple songs, descriptive of concrete life about it, general descriptive selections suggesting objects and motion, should be given him. During the Associative period he now begins to classify his knowledge, and to think of it in terms of things he has already learned. It is now possible to bring to him such music which he may classify. He may learn the difference between music that is patriotic and music that expresses the love of nature or old scenes. He may be able to recognize various sorts of time; rhythms, and types of expression. During the third or Adolescent period he may be able to classify the whole field of vocal music under the heads of sacred, operatic, lyric, etc.; to learn the various functions of the different instruments in the orchestra, to fix in memory many selections which are commonly played in concert programmes and to understand why they are interesting to him from the standpoint of structure.

This entire course in music appreciation has an additional and practical function. The course in music may be correlated with all the other subjects in the school, particularly the courses in history, geography, English, and art. The folk songs and dances serve as a concrete illumination of the study of racial and national characteristics. Musical selections which were composed under the stress of great national movements or are intended to portray great national crises may be played when these subjects are being studied, and very clear and permanent impressions gained of the points to be impressed. It is obvious that there are many identities in both poetry and music, and that many poetical selections absolutely need their musical interpretation in order to impress upon pupils their poetical significance.

With this practical correlation, with the various applications under the heads of instruction, appreciation, and recreation, it is clear that the grafonola, as nothing else can do, is the best means of bringing to the schools the great music of all time sung and played by artists, and thus serve as a definite and ennobling means of musical culture as well as providing an important and integral factor in the entire life of the school.

TOWNSHIP BOARDS OF SCHOOL TRUSTEES.

R. J. ANDERSON, BARTON TOWNSHIP.

Why a Township School Board would be more beneficial to the schools than the rural small section School Boards.

In the early days of the rural public schools it was right and fitting that a few neighbours should meet together, start a school section and erect a one-roomed schoolhouse so that their boys and girls would, during the winter months, learn to read and write. The schoolhouse was then the pride of the community, and, no doubt, answered to the needs demanded at that time. Time has changed the order of things so that what was then a humble beginning has grown to the extent that the rural districts now have many graded schools, and all schools open for the full term. With larger schools they are taking up, with some measure of success, all the subjects on the school curriculum and will soon enjoy all the privileges that are only received at the urban schools.

The advancement in this work cannot be attributed to the school trustees, however, and it is this phase of the rural school work that I ask your attention to be fixed upon in the hope that something may be done to make the Public School Board more efficient. The teacher of to-day is better trained, the text-books are better, and the subjects are such that they better fit the students for whatever they take up as their vocation in life. The rural trustee is not always progressive, but it is not my intention to mention the trustee, rather to call your attention to the system of appointing him. He is elected for three years by the taxpayers, because they consider him a careful person, who will make no rash expenditure of the money, and happy are the ratepayers at the annual school meeting when the auditor's report shows that the School Board did not spend any more than its predecessors. You know that in the rural parts there are a number of people who think that what was good enough for their boyhood is good enough for their neighbours' boys. In some sections, these people make it very trying for a trustee who attempts to make progress. To have a larger unit of trustees would help to get away from this narrow, local view. It is on

the true saying that "two heads are better than one," that I base my opinion on the Township School Board. Surely two or more sections would deal with the problems better than would one small section. The Township Board would have a more general idea of the educational work, and would be for progress. The cost and upkeep of the work would be levied equally throughout the township. It is this part of the change that would mean successful progress, because no local agitation would stop advancement on account of expenses entailed, for they would know that if their portion of the township did not advance, the rest of the township would, and as, in any event, they would have to bear part of the expense, this objection would be removed. A more equal taxation is necessary to raise the money required for educational work.

The present system is such that little interest is taken by the people in election of trustees, and many annual meetings have to be postponed because there are not enough ratepayers present to form a quorum. That state of affairs is not conducive to getting the best results. Now, a Township Board, having the election of trustees along with, and at the same time as, the municipal elections, would give publicity to school elections, resulting in a good set of men coming forth with an announced platform that could not help but be better for the work. The larger board would eliminate the sentimental reasons for selection of school sites, and would place the schools where they would give the best service, and where the need is greatest. Besides this, a better class of school buildings would be built; more uniform, and in keeping with the use to be made of them. The township having a small child census would be better served with the consolidated school, and it would be more satisfactory under the larger board. The township that has a rural and semi-urban community, the schools could have the same conditions that they now enjoy only in the urban schools, and also give better service in the rural school. We want, and must have, in the rural school every advantage that the city school has. A Township Board would have more graded schools and make possible the efficient teaching of special subjects such as art, singing, manual training, domestic science, and agriculture. This could be done by employing special teachers who would serve the township by going from school to school. This would make the work easier for the grade

teachers, for no matter how good the teachers may be, they are not all gifted in these subjects. Also remember that, if the best is not made of these subjects, it is the child that suffers from the neglect, and the small board will not employ the specialists in all these.

Under the larger unit, high school work would be possible in the rural districts, and would handle more advantageously the education of the adolescent pupil, more means being at the disposal of the board to centralize the work. The community work that could be carried on by the Educational and Agricultural Departments through libraries, lectures and short courses to the adults would be invaluable. The Township Board would employ a secretary-treasurer who would give all his or her time to the work. A saving would be made in the buying of supplies in large quantities; school supplies would be uniform and the equipment would be kept up-to-date. Regular meetings of the board would be held, at which its affairs would be transacted in a business-like way. This alone would be an improvement on the present system.

Education is not for the individual or for any special school section, but for every school section, and for every child in the country. It is imperative that every child be educated. The child is the future of the country and it rests with the present administration as to what the future of the child is to be. Make the child better, and you make the country better; educate the child and you educate the country; consolidate to educate the child and you educate the child to consolidate the country. Therefore, the child is the best asset that the country has, and it cannot be considered as an asset if not educated. It is the duty of the country to see that the education is the very best that can be given.

We should not be satisfied with what is good, but we should make it better.

WHAT TO TEACH ABOUT PARENTHOOD, AND HOW TO TEACH IT.

DR. MARGARET PATTERSON.

One of the most hopeful signs of the times is a growing dissatisfaction with the present method of teaching life truths, and the recognition that to our silence and "mock modesty" much of the misery and physical unfitness of to-day is due. Health is beginning to be valued, not only as a personal, but a national assets. In this age of efficiency, it is the physically fit who are wanted to fight in the cause of civilization, of reconstruction, of education, of national and world progress. One cannot be physically fit without having a reverent understanding of the body. Only instruction can give this. "Knowledge is power." The results of this lack of instruction are too evident in the perverted curiosity that brings such crowds to see the questionable "movie," or sensuous play. Only a lack of knowledge of the human body could produce such a lack of respect for this "temple of the spirit," as the modern fashionable attire, which not only injures one's own health, but lowers the moral standards of all around. Whether or not children should be taught the truth in regard to the fundamental facts of life is no longer a disputed question. All thinking people recognize the need of safeguarding the children by education, clear, strong and universal. Only in the clear light of truth can we see what clean, true living is. Upon this education will depend, more than upon any other one thing, the vigour, health, and stamina of our nation. That education can elevate and purify has been forcefully demonstrated by the fact that in the State of Oregon, where, for some time past, the facts of sex, the natural laws controlling sex, and the consequences of breaking these laws, have been taught sanely and fully by the State, the venereal infections were only 56 out of 10,000 men called up for military service, while in some other states, where instruction had not been given, the infections were 300 out of 10,000. A noted Professor of Biology has said, "To pass on the torch of life, not only undimmed, but even brighter, from generation to generation, is the highest service which

parents can possibly render to their time and to their country." Many parents fain would do this, but they are ignorant of the significance of the essential facts of the reproductive process, and have no scientific knowledge or vocabulary in which to express themselves. Only education can correct this, or fit the parent to give a truthful, scientific explanation when a child seeks to know the source of its being. If a child cannot get this information from his parents, he should be given it by his teachers. Our main hope is through the schools—reach the young and work for the future. Is it too much to hope that the next generation of teachers and parents will be fitted to deal with this problem much more wisely than we have been?

There are two very definite sides to the sex education of young children. There is the very intimate side which could only be done properly at home, and there is the impersonal, biological side which could very well be done at school. There is no reason why the two should conflict. The first point to start with is to get our moral backbone, and to arouse in the young child a conception of the dignity and worth of the human body. If the children are to be saved from a filthy philosophy of sex, hard to eradicate, and which may make wholesome instruction almost impossible, we must begin early and safeguard them with really true to nature instruction, wholesome, adequate, and reverent. In order that this may be accomplished, we need to give sane and wholesome courses dealing with the subject in all normal schools, colleges and everywhere that teachers and leaders of the young are being trained. Our real point of contact should be the young child. Moral education must begin with the pre-adolescent child. If we can develop in a child a real moral sense that will differentiate between right and wrong, and appreciate the power of self-control, it is perfectly possible to develop on that basis a real, solid health ideal of immense value later on. With very young children, it is a question of life, not of sex, and the really important thing is to satisfy their curiosity in a way that appeals to their intellect and gives a reverent outlook on life. It is very important that the teaching should begin as soon as a child asks questions, or is old enough to take simple nature study. All life comes from an egg. Study the eggs of plants, flowers, fishes, fowls. If possible, incubate twenty-one eggs in the school, and break one each day, and notice the development of the chick. A

very fascinating book to read to children in the primary school is "The Cradle Ship," by Edith Howe. Not only does this teach high ideals of parenthood, but much valuable information is given. In plant study, especially in connection with flowers, we lay a broad foundation for the study of reproduction, and introduce terms like egg-cell, fertilization and embryo, terms which later are employed in considering the reproduction processes of insects, fishes, frogs, and birds. For older children, our instruction should come naturally as a part of the biology, physiology and hygiene. The child of twelve should have a clean cut, simple conception of the biological laws of life. He should have this knowledge in such an impersonal way that he takes it for granted, just as he takes anything else in nature for granted, and recognizes that he is just one link in this great chain of life, and that the laws which govern him govern all life. The mere facts of sexual reproduction, after all, play a comparatively small part in sexual education. If we start young enough and tell the truth without any self-consciousness or evasion, I do not think that we can go far wrong. If such books as "John's Vacation," "Life's Beginnings," "The Doctor's Daughter," by Dr. Winfield S. Hall, are followed, a child cannot help but have a wholesome respect for his body and a reverence for the reproduction of life. It cannot be too strongly emphasized that the instruction had better be given a year too soon than a day too late, and that the teacher must have his own mind clear on the subject, and be able to present it as any other subject is presented.

BEAUTIFYING THE SCHOOL SECTION.

MR. W. H. JOHNSTON, KIPPEN, SECRETARY-TREASURER
TEACHERS' INSTITUTE, HURON WEST.

Mr. Chairman, Ladies and Gentlemen,—To my lot has fallen the burden of introducing a very important subject, The Beautifying of the School Section, and though it may appear idealistic, yet I trust you may not think me a dreamer after I get through.

Some years ago while coming to Toronto, I met an English lady who lived in the town of Waterloo. As we talked of conditions in this country, I asked her what was the difference between Canada and England.

"Oh, well," she replied after a moment's thought, "England is a finished country."

She didn't need to say anything more. There was the truth in a nutshell. England is a finished country, but Canada is only in the making. There are hindrances, too, in the making of it. In England there are, and have been for generations, gentlemen, owners of large estates, who, with plenty of money in their pockets and cheap labour at their command, have been able to improve the appearance of the country to a remarkable degree. In this land farmers aren't wealthy, but are in the struggle for a living and a little extra for the rainy day. They haven't had time for much outside of making money.

Beautifying the country is a secondary thing with most people. They think they haven't the time to do it or they cannot afford it. The result is that any artificial touches of beauty that have come to us, are ours, because those who produced them, thought they were useful and necessary. Unnecessary things haven't been done.

Indirectly this has doubtless been one of the reasons why there has been such a movement from the country to the city. Is it any wonder that when our boys and girls get out to see the towns and contrast their apparent beauty with their home surroundings that they wish to fly away to the town.

Again, who hasn't been painfully impressed and, yes, depressed also in returning to his rural home section to find a lack of beauty in the dear old surroundings. How often those old surroundings, farms, roadsides, fields, woodlands and schools have occupied the

thoughts and dreams of the wanderer! How often in fond memory has he lived over and over again the incidents of his early life, and always these incidents have been associated with what was to him the ideal home of his childhood until he knew something better. Now, with his experience and maturer mind, he is so disappointed with the old section on account of the bareness and lack of beauty that he feels like never coming back.

It is just because of these things that this subject is introduced to you to-day.

In Beautifying the School Section the following is suggested:

(a) The planting of trees along the roadsides.

(b) Levelling of the roadsides, giving them a slope upwards towards the fence.

(c) Improving fences, lanes, orchards, farm buildings, etc.

(d) The erection of gateposts made of cement blocks.

In West Huron the Teachers' Association is taking up the matter and last March they sent the following circular to all rural teachers and school boards:—

WEST HURON TEACHERS' ASSOCIATION.

To the Teacher and Trustees—

In order to improve the appearance of the Inspectorate of West Huron the Executive Committee in session at Exeter, March 8, 1919, decided to offer a reward of ten dollars to the School Section whose Teacher and Trustees give a written report of the greatest amount of improvement done in their School Section in the way of levelling and seeding the sides of the road; planting of shade trees; improving orchards, farm buildings, fences and in any other way that will add to the beauty of this fair county in general, and to the value of the homestead in particular.

These reports must be in the hands of the Secretary, W. H. Johnston, Kippen, not later than October 1st, 1919, in order to be judged and awards given at the next meeting of the Association.

In order to render an impartial decision these reports shall be judged by a capable committee of non-interested parties.

Send the other circular to the Secretary of the School Board.

Immediately upon the receipt of these Circulars, teacher and trustees are strongly urged to hold a public meeting of the rate-

payers and others to consider this whole matter. Committees of enthusiastic old and young people should be appointed who will take the subject in hand and do things. Ploughing of roadsides could be done as soon as the frost is out of the ground, and Township Councils may be persuaded to lend their graders for levelling the ploughed land, or perhaps they would offer a similar prize for the township.

Let everybody work and there will be great satisfaction felt in the coming years.

Yours for progress in West Huron,

R. R. REDMOND, Belgrave, President.

W. H. JOHNSTON, Kippen, Secretary.

In my township, Stanley, we interviewed the township council and they were pleased to give us a grant of \$25 to be offered in prizes to the sections doing the best work. We are now trying to arouse interest and effort among the farmers.

This is a subject not for West Huron only, but for the whole Province, and we believe teachers can do much to interest the people in this matter, especially if they show them the great advantages to be derived from it. Trees add much to the beauty and value of the farms. They may be used for sap, fence posts, fuel or lumber some day. They give shade, bring rain in dry seasons, regulate the rainfall, check drying winds and give protection to orchards and farm buildings in winter. The other suggestions mentioned also add much to the beauty and value of the home.

For those who wish to follow more ambitious lines in landscape gardening, etc., the O. A. C. at Guelph is prepared to render valuable assistance, and the lecturer on this subject, A. H. Tomlinson, Esq., will be delighted to open correspondence with anyone and give advice and help.

In conclusion allow me to say that we have as fine a tract of country in Southern Ontario as is to be found anywhere, and, if these suggestions were carried out we should soon find that instead of our farm lands selling for \$60 to \$100 an acre, they would find ready sale for \$100 to \$150 an acre. It is safe to say that almost any school section can by this means increase its aggregate value by \$10,000.

AGRICULTURE AS EDUCATION.

JOHN DEARNESS, M.A.

On the eve of my consent to take the subject of Agriculture as Education, a farmer-acquaintance, who has five sons, one of whom will write on the "Normal Entrance" examination this summer, interviewed me on the advisability of this son's "going through for a teacher." In our conversation he deprecated the teaching of agriculture in the schools, on the ground that the farmers can teach it better at home, and that the schools should do the best they can for those who, like his own boys, cannot be provided with farms. To him, evidently, the teaching of agriculture was merely the teaching of a trade. Like many others, teachers included, he had not thought of its being taught as education, that is, of teaching it in such manner that the time occupied on it would be well spent by those who may never be farmers.

In the Report of the Minister of Education, recently published, it is stated that "there always has been, and is still, a feeling among the farmers themselves in opposition to the introduction of agriculture" into the schools. For the statement—and it is often made elsewhere—it is worth while inquiring into the reasons. Permit me to say that I was raised on the farm, have lived much with farmers, and believe that I can see the situation from the farmer's viewpoint. What he disparages—one might almost say resents—is that his neighbor's daughter, or possibly some city girl, hardly out of her teens, should seem to set herself up as an authority on his life-long trade, or pretend to teach his children about the mistakes their father is making in farming. On the other hand, if she makes no claim to know the right culture of various crops, the methods of improving herds and selecting and mixing the suitable fertilizers, but confines her activities to impaling insects, making drawings or collections of seeds, mounting various kinds of museum specimens and cultivating a few plots of flowers and vegetables in the name of a school garden, he thinks his children's time might be more profitably employed on what he calls the "essentials." Personally, I do not know of a single instance where the subject of agriculture was properly

introduced at the first trial of it that it met with any objection from a farmer. Considerable work along this line was voluntarily done by some teachers in my inspectorate in the 'nineties, and I heard nothing but commendation of it. The late Inspector Smith reported a similar reception of it in the County of Wentworth, where even more work along this line was attempted than in Middlesex. The example of a school board about to lose a teacher on account of a disagreement as to salary, receiving a petition from a number of parents offering to subscribe half the difference in dispute on the ground that she was the first teacher they ever had who made lessons at school about the things the children do at home, shows the attitude of the farmers to the right kind of instruction. That, at least, is my experience in new ground; I admit it might be different if one had to overcome a prejudice already established.

The subject of agriculture can be taught so as to have a liberalizing value like language and science, a socializing value like civics and history, and a vocational value. Prematurely forcing the vocational phases of the subject seems the chief shortcoming of our present-day efforts. The experience, and opportunities for experience, of children living on the farm—and this as well as the rural-home view-point should be intimately known by every rural teacher—can and should be used to deepen the children's sympathies, multiply their interests and develop their powers of investigation. The gardens at school and homes, and the near-by farmyards are the almost sufficient laboratories for the realization of these aims.

The use of the time of children below the high school entrance standard in filling note books with vocational information in paragraphs about breeds of live stock, formulas for insecticides, rules for mixing fertilizers, etc., is comparable to the nearly obsolete practice of memorizing lists of counties, rivers and capes in the geography lesson. The average child under fourteen would derive much more benefit from studying in the schoolyard, under intelligent direction, the adaptations of the hoof, mouth and other organs of a cow, even though she be a scrub, than by looking at pictures and learning comparisons of Holsteins with Shorthorns. The sympathetic, first-hand study of a useful farm animal that responds to human care and kindness and that can, like the children themselves, be hungry and afraid, can get angry and

fight for its young, is incomparably better for public school grades than speculating on the prospective profits of preparing it for the butcher's block.

It is one thing for teachers to acquire knowledge of crops and animals, soils and insects, from manuals and lectures, but quite another thing to learn how to use this knowledge for the education of public school children. If we had agricultural high schools, with ample areas of land and farm buildings, in these we might very well attempt vocational agriculture. In the public schools there is very little of agriculture that cannot be taught, and should not be taught with a liberalizing and socializing aim as nature study, granting that the term nature study is properly understood.

In the report on the Agricultural Instruction Act for the year 1917-1918, we are told that "in Ontario, agriculture and nature study are two distinct subjects," while in British Columbia, "elementary agriculture is regarded by the educational authorities as occupying a dual position . . . (1) For its own sake as a preparation for practical work in farming; (2) for the broader educational or disciplinary value. In the lower grades the latter aim is obviously most important, and the former merely incidental, while in the advanced and high school grades the order is reversed and the scientific and economic viewpoints are uppermost. In the lower grades the work begins as an intimate personal study of environment, more or less informal in its character, and closely adapting itself to those interests that predominate in the developing child's mind. In other words, the study of the forms, forces and relationships of the child's natural environment, affords the logical and proper basis for further advancement along the line of agricultural study. In this sense, elementary agriculture is merely applied nature study. . . The agricultural work of the public schools, which includes the entire programme of nature study and school gardening, is the logical antecedent of a more scientific study of agriculture in the high schools."

Every student of the pedagogics of agriculture in the elementary schools will certainly endorse the British Columbia attitude. It is difficult to understand why some of the promoters of agriculture in the public schools seem afraid of its being confused with nature study since it is easy to make a list of

agricultural topics that can be taught and should be taught as nature study; and, for children living on the farm, by the time this list is completed, it will be found that as much time as can be spared for nature study is taken up. In this way good teaching in both subjects is economically provided for.

The manual for the teachers of this subject, although written with the vocational aim mainly in view, starts out with this valuable truth that the development of the child is more important than the information with which the memory may be loaded. Now the mental development of a child naturally follows the satisfaction of his desire to know the why's and wherefore's of the facts, especially when the knowledge comes through his own research. I heard a speaker, emphasizing the vocational side, say to a body of teachers that if the child asks you why the mixture in the Babcock bottle becomes hot tell him not to mind that; make him expert in the art. To me this attitude seems pedagogical heresy; better not to trouble with Babcock's test at all than to use it to quiet the spirit of inquiry in the child. The true teacher would say: "I am glad that you asked the question; I do not know the reason myself, but now that you have asked it let us both try to find out." Work ceases to be drudgery when the worker's attitude towards it is inquisitive, experimental, interested.

The elementary school is not a trade school, either in city or country; it is foundational and not immediately vocational. Agricultural nature study in the public school bears the same relation to farming that manual training does to carpentry; it is good for everybody, whether for life on the farm or elsewhere.

No child is old enough to study agriculture who is too young to study it by the laboratory method. That is where the importance of gardening is determined. A school garden is not a good laboratory without weeds and insects, fertilized and unfertilized plots, plants too close to each other and too far apart, in short, without the exhibits of mistakes and their corrections. The proper use of the school garden is not to produce big cabbage-heads, but well-developed children's heads and bodies, too. Hence, in the school garden there ought to be plots for single pupils or small groups of pupils and larger experimental plots for which the teacher and the school as a whole are responsible. In rural schools there is opportunity for nearly every pupil to have a home

garden, and here is the place for the application of lessons learned in the school garden. It should be as large as practicable, clean and well-cultivated, and well filled with well-grown vegetables and fine flowers. The teacher should have detailed knowledge of and interest in all the pupils' home gardens. It is from these that the articles for exhibition at the school fairs should be taken.

The home garden, the "agricultural project," and the school fair can be intimately related. They have large educational possibilities if rightly managed; indeed, the combination can then hardly be rated too highly. There is, however, occasion for a word of caution. Every up-to-date speaker and writer on school management lauds co-operation in contrast with competition as a motive in social and moral education. The school fair is stressing rivalry and competition so strongly that in some instances the stories of dishonesty among competitors have travelled farther than the reports of the merits of the articles exhibited. One would like for once to attend a school fair tingling with the spirit of co-operation. The evils of the prize system in school work generally are admitted; it can hardly be injurious everywhere else and wholly beneficial in agriculture. There is an educational problem here which managers of these worthy institutions should consider seriously.

WOMEN'S FEDERATION.
PRESIDENT'S ADDRESS.

MISS EVELYN JOHNSON, LORNE AVENUE SCHOOL, LONDON.

Dear Fellow-Teachers,—I do not intend to take up the time of this conference by attempting to give any lengthy address. Last Easter, when I was elected to be the first President of the Federation of Women Teachers' Associations of Ontario, I appreciated the honour very much, but I am afraid I was not at all grateful for it. But now, before the close of my year of office, I want to thank you from the bottom of my heart, for giving me the privilege of being identified with this great movement. I do, indeed, consider it a great honour to have been the first President of an organization which is the result of the greatest and most hopeful movement, I believe, that has ever taken place in the interests of the women teachers of this Province. I want to thank you, as well, for the help it has been to me, personally, by permitting me to realize more fully than I could otherwise have done, the great possibilities behind this movement.

I am going to repeat what I have repeated so often, that out of 12,445 teachers in this Province, 11,359 are women. We aim to have every one of those 11,000 teachers members of this Federation.

When our Secretary has given her report, I am sure you will be convinced that we will not fall far short of our aim. And right here I would like to express my appreciation of the work of our very capable Secretary. We can form some idea of the amount of work she has undertaken and accomplished from her report, but we cannot estimate all we owe to the zealous, enthusiastic, and untiring effort she has displayed in the carrying out of that work. That we have been able to enroll as large a membership as her report announces is entirely due to the "keep after them" method she has adopted. Truly British, is it not?

We have learned, in the last four years, as never before what *united effort* can do. So our organization starts at a very opportune time. In the coming period of reconstruction in educational work, our united effort is needed. So let us get a larger vision of what we can accomplish, and let us endeavour to realize the power in our hands when united 11,000 strong—the power to

educate the future parents to better grasp the *big* issues of life.

As this Federation is still young—this really being its first birthday—and as many are present to-day who were not in attendance when we organized, I think, perhaps, a word or two as to our aims in organizing may not be amiss. Our Constitution says our aims shall be:

1. The formation of local Women Teachers' Associations.
2. The promotion of the professional and financial status of the women teachers of the Province.

The object of the first is so clear, on the face of it, that I need do no more than refer to it. It is impossible to have a strong Central Organization, unless the local organizations are enthusiastic and active. Our Executive realizes the difficulties that face the rural associations, in their endeavour to keep up the interest of the members, when communication is so difficult. We are continually being asked the question, "Now that we are organized, what are we to do?" To endeavour to get a satisfactory solution, we have placed two papers on our programme for discussion, bearing on that subject. We hope that the teachers will discuss these topics freely, that our representatives from the County Organizations may go back enthused and eager to begin the numerous activities that will be outlined here to-day.

Our second aim embraces so much, that I speak of it with diffidence. "To promote the professional and financial status of the women teachers of the Province." Some of you will remember that considerable discussion took place last Easter as to whether it was advisable to let the word "financial" stand. I am sure some of you will be shocked, terribly shocked, should I advocate the putting of "financial," first, and "professional," second; yet that is the order in which I believe they should come. Did you ever hear of any article in the commercial world having its quality improved and its price remain the same? There is only one product of which I know, that is treated in that way, that is, the product of woman's brains and of woman's hands. How often have you heard it said, "We will get a woman to take the place. She will do the work as well, and will not cost as much." Now, who is to blame for this state of things? I had almost said, "Woman, herself," but we cannot forget the women of the past, who, as G. Colmore says, built the "Bridge of the Now." In order to build that bridge, women have *had* to turn

out as good a product as men, and, in many cases, a *better* product, so as to be allowed to compete at all. In the teaching profession the law demands of a woman the same qualifications as of a man. But there it stops. The educational system of Ontario is so slow that it has not been able to keep pace with new ideas and forward movements, and so we have sex-qualification still.

Another span to the bridge is needed, "Equal Pay for Equal Work," and we can look forward in faith and hope and help to build that span. Standing on that bridge as we do to-day, we cannot let things remain as in the past.

Look at the Board of Directors of the Ontario Educational Association. Not a woman's name on it! Oh, yes! the Kindergarten and Home Science Departments have women representatives, for the very good reason that there are no men in those departments to represent them, and, remember, there are 11,359 women teachers and 1,086 men teachers in the Province.

I am not saying this to find fault with the O.E.A., but if we allow it to continue, we deserve what we get. We are going to endeavour to raise the professional status, but we can do it only by raising the financial status first.

Look at your Blue Book and see how the financial standing affects the professional. In one County Inspectorate, I find salaries ranging from \$325 to \$600 per annum, with one teacher receiving the munificent sum of \$650. In that Inspectorate there are:

One teacher holding a first-class certificate (receiving \$325 a year).

Five teachers holding second-class certificates.

Nine teachers holding third-class certificates.

Twenty-seven teachers holding district certificates.

Thirty-six teachers holding temporary certificates.

Does not the salary question tell the tale there? How in the world can those teachers raise their professional status on such salaries? Unless they "board around," how can they live at all?

Now, look at another Inspectorate, in the same part of the Province, with salaries ranging from \$500 to \$700 per annum. In this county there are:

Three teachers holding first-class certificates.

Thirty-nine holding second-class certificates.

Twenty-three holding third-class certificates.

None holding district or temporary certificates.

Now, let us look at one other county, in another part of Ontario, with salaries ranging from \$600 to \$950 per annum. In this Inspectorate there are:

Nine teachers holding first-class certificates.

Twenty-three teachers holding second-class certificates.

None holding third-class, district or temporary certificates.

No further comment is necessary, but I might add that the county whose teachers receive the lowest salaries in the Province did not think there was any need for them to organize.

If I have not taken too much time, I would like to mention a few remedies I think we can apply at once.

1. *Be loyal to the profession.* I am afraid there are teachers who take smaller salaries than they otherwise would, in order to be at home. Don't do it. Get a broader vision. Demand what your services are worth. Do your "bit" and be able to say the profession is better for your having been in it.

2. Let us seek legislation to have a minimum salary for the Province. I can think of no method by which we can raise the professional status more quickly. If Boards of Trustees must pay a fair salary in order to get teachers, they will endeavour to get the best they can for their money, instead of taking the cheapest to be had.

3. Let us seek to have experience in any part of the Province recognized in every other part. The teaching profession is the only profession where experience does not count as an asset to be paid for.

4. Elect women trustees on your School Boards.

5. Agitate for a fair representation of women on the Board of Directors of the O.E.A.

6. See that the "Legislative Committee" of the O.E.A. have some resolutions to present, that will improve the financial status of the women teachers.

7. See that the programme of the Public School Section of the O.E.A. has a fair portion assigned for the discussion of subjects improving the condition of women teachers. I would like some such subject as "Without taxing the community too heavily, how can the salaries of women teachers be placed on the same basis as those of men, since the same qualification is demanded of them?"

It does not seem a difficult problem to solve, does it? Since people and Government agree that teachers are dealing with the greatest asset of the nation. Government money should be spent to finance a nation's greatest asset. I am afraid I have taken more than my share of the time at our disposal. My impatience to see the many problems discussed and solved is my only excuse.

Let me thank you again for the privilege and honour of being your President.

*CRITICISMS OF THE PRESENT PUBLIC SCHOOL
READERS, WITH RECOMMENDATIONS
IN REGARD TO NEW ONES.*

W. F. MOORE, PRINCIPAL PUBLIC SCHOOL, DUNDAS.

PRIMER.

Too many new words. There are over 1,000 new words in the Primer, which would be an average of over five new words per day for the school year. Too many for a primary class. Some of these words appear only once in the book. One of the great essentials for good work in a primary class is constant review, therefore each word should appear many times in the Reader.

Many words are too difficult, e.g., laughed, gnawed, whisper, terrible, bough, because, umbrella, breakfast, hungry, country, clothing, thirsty, thought, grief, enough, taught, musicians, etc. It would be helpful if the new words for each lesson were printed in the margin; also lists of phonetic families should also appear in the margin.

FIRST BOOK.

The lessons are not well graded—the easiest are not first. There is no phonic system in introducing new words, so that one word seldom helps to a knowledge of others in the same lesson.

Irregularities in spelling are often much too difficult for First Reader pupils, and are not words of common occurrence, as patient, gracious, beautiful, search, echoes, business, brilliant, portrait, saucy, roguish, straight, centre, scalded. These irregularities are sometimes inserted in very confusing juxtaposition, as: labours, neighbours, strange, straight, in the same lesson.

Difficult words often occur but once in the Reader, so that in spite of the time and labour spent in teaching them, they are quite forgotten by the time the pupils meet them again, often not until the Third or Fourth Reader is reached.

SECOND READER.

The lessons are not graded. More illustrations are required; more lessons that might be dramatized; more short poems for memorization: Canadian authors preferred.

Words are too difficult in a great many lessons, e.g., Jack-anapes; The Wonderful Workman; Joseph and the Grenadier. More historical lessons could be used, such as "Stories of the Maple Land."

THIRD BOOK.

Less fault is found with this book than with any other of the series. Those who received it have this to say: Many of the lessons are quite interesting and suitable. Some are too difficult. The lessons are not well graded. This book is supposed to be a two-year book, and the lessons should be graded accordingly. Sketches of famous historical characters might well be introduced in this book.

FOURTH BOOK.

Many of the lessons are of fine merit, but many, far too many, are entirely beyond the mental grasp of 12-14 year old pupils. A careful analysis of the contents of this book would lead one to suppose that it was prepared by a man well advanced in years—one who had long since ceased to have anything, or very little, to do with public school children. He might be considered to be a man of fine literary taste; but he seems not to be aware of the possibilities of the child mind. Many of the selections are quite difficult—sufficiently difficult for second or third form High School pupils.

	PAGE
Hands all Round	49
A Hymn of Empire	74
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Sufficient for destructive criticism. Let us now say what we want.

First, and if granted nothing else need be said:—

1. Let those who teach the book prepare it. It is reasonable and logical that they are really the only ones capable of preparing the work.

2. Let the books have plenty of illustrations that illustrate. To show the inaptness of the illustrations in the present Fourth Reader, King Edward is set opposite "Ingratitude"; Egerton Ryerson is set opposite "Yet half a beast is the great god Pan." The Parliament Buildings, Toronto, are opposite the words, "Sleep, indeed you will enjoy most luxuriously." The Parliament Buildings, Ottawa, are supposed to illustrate "We scarcely realize how largely little things contribute to convenience and comfort." A yoke of sleepy-looking oxen illustrate the lines, "And guardian angels sang this strain." A group of Holstein cows illustrate "Pontiac's attempt to capture Fort Detroit." "In Georgian Bay" is set opposite "In a cave with a whale." Naturally the pupils will think that whales were formerly found in Georgian Bay. Not so.

3. The lessons should be graded, particularly in the Third and Fourth Books, which are two-year books.

4. The literature should be choice, pure English—no slang or cuss words—no dialect.

5. The lessons intended for reading exercises should be bright, breezy and conversational.

6. There should be many biographical sketches of great Canadian and British leaders of every class.

7. Many stories of deeds of heroism, and of right prevailing.

8. Many short, choice literary gems for memorization.

9. Canadian authors should be preferred.

10. Fairy tales to excite the imagination should have a place.

11. Painful scenes should be omitted.

12. Some lessons on natural phenomena, such as geysers, volcanoes, snow, hail, glaciers, icebergs, etc. (The committee was not unanimous in reference to clause 12.)

THE MECHANICAL FEATURES.

1. Paper should have a dead finish.

2. An alphabetical, not a numerical, index.

3. Stanzas of poetry numbered and prose selections set off in groups of five lines.

4. A brief sketch of the author should be given either at the back of the book or in the manuals—the manual preferably.

RESOLUTIONS OF THE PUBLIC SCHOOL SECTION.

PASSED APRIL 22, 23 AND 24, 1919.

I. Expressions of Appreciation.

1. That we again express our appreciation of the concessions granted to us and of the many kindnesses and courtesies shown to our committee by the Hon. R. A. Pyne, M.D., LL.D., the former Minister of Education, and of his successor, the Hon. H. J. Cody, M.A., D.D., the present Minister of Education; the Deputy Minister, A. H. U. Colquhoun, M.A., LL.D., and the various officials of the Department for the consideration they have shown in promoting the welfare of our section.

II. Public School Text-books.

2. That we express our appreciation of the action of the Minister of Education in reference to our Resolutions 2—7 of the year 1918, namely, those in relation to:—

(a) Giving public school teachers a chance to prepare any new public school text-books.

(b) Preparing of a new *Phonic Primer*.

(c) Supplying more and better maps for our geographies.

(d) Making the *Geography* text-book of a more convenient size, and having a companion *Atlas*.

(e) Preparing a text-book on *Cadet Drill*.

(f) Modifying the *Public School Course in Grammar*.

III. The Entrance Examination.

3. That the Regulations governing the Composition of High School Entrance Boards be so amended:—

(a) That at least one member thereof shall be a teacher actually engaged in teaching Entrance work.

(b) That no assistant examiner shall be appointed who is not regularly engaged in Entrance work.

(c) That each Teachers' Institute be allowed to elect one representative who is engaged in teaching Entrance work to each High School Entrance Board in the district.

4. That the subject of History be reinstated in Part I of the Entrance Examination and that the course be modified by its simplification.

5. That the Department be requested to change the time for beginning the examination in Part II of the Entrance Examination from June 1st to May 15th, in the case of those schools where pupils are admitted to the High School on recommendation of the Principal.

IV. *Teachers' Certificates.*

6. That we request the Minister of Education to make such changes in the present requirements of public school inspectors' certificates as will make it possible for public school teachers to qualify—the essential qualification being *successful public school experience and capability* rather than mere academic standing.

7. That the requirements for a public school inspector's certificate shall be:

(a) The holding of a First-Class professional certificate of qualification, or a degree in arts granted by a recognized Canadian university;

(b) An experience of ten years' successful teaching in public schools, covering all grades of public school work;

(c) The passing of a pedagogical examination, controlled, and set by the Department of Education, or the securing of a degree in pedagogy in any recognized Canadian university.

8. That in view of the apparent need of better knowledge of the human body, as a means of conserving individual and national health, and in view of the fact that, in the light of the present scientific standing, this knowledge can be given so easily, a course in Health, including the teaching of the facts of reproduction, the natural laws controlling them and the results of breaking these laws, be established in all the Normal Training Schools, so that the teachers may be fitted to teach the subject properly and that Health be given a place in the curriculum of the Public School.

9. That in the opinion of this Section it would make for the betterment of the public schools of this Province were the Science of Education given equal status with other departments in the Provincial University, and the present course leading to the degree of Bachelor of Pedagogy opened to all matriculated students.

V. Departmental Regulations.

10. That the Department of Education be requested to make the School Year end on June the 30th, and to have the annual reports of the pupils' attendance, etc., made out accordingly.

11. That the law regarding truancy should be amended so that any child who attends school could be compelled to attend regularly though under eight years of age.

12. That School Boards be empowered to admit new pupils to the Primary classes only at the beginning of each term—at September, New Year's and Easter.

13. That in the opinion of the Public School Section of the O.E.A., the present method of listing as "*the school population*" all persons of the ages of 5-21 (inclusive) serves no good purpose, and has proved grossly misleading to ourselves and to our sister provinces; it should therefore be dropped, and for these figures should be substituted the number of persons of the ages 6-16 (inclusive) and the number of children of compulsory attendance age, i.e., 8-14 (inclusive).

14. That the method of listing the actual number of pupils registered during the year, charging to the school as full year pupils all Entrance class pupils, all young pupils entered in April and September, all pupils admitted from other schools and all pupils removed to other schools during the year has proved very misleading; and the Department of Education should require instead, the average monthly registration and the percentage of attendance based on the same.

15. That we endorse the preparation and use throughout the Province of a Continuous Record Card for each pupil.

16. That the various Teachers' Institutes be requested to bring the matter of the importance of Bird Life before its members with a view to the formation of "A Bird Lovers' Society" in every Public and Separate School of Ontario.

17. That the age limit for Cadet Corps be changed in the Provincial Act, from "14 to 18 years," so as to read, as in the Dominion Regulations, "12 to 18 years."

18. That the Cadet Course of work or its equivalent in Physical Training be made compulsory in all schools where the Board thereof believes the conditions to be favourable.

VI. *Beautifying Rural Ontario.*

19. That we request the Legislative Assembly to amend the Municipal Act so that Municipal Councils will have power to have the roadsides levelled and other improvements made as they decide, at the expense of the owners of the property. ✓

VII. *An Ontario Educational Gazette.*

20. That we recommend to the consideration of the Honorable the Minister of Education the publication of an Educational Gazette, to the end that every worker in the field of education in the Province may be informed of all Departmental regulations, instructions and reports, and that teachers at large may be bound together by a recognized official organ of intercommunication.

VIII. *General.*

21. That this Section approves of the Resolution of the Windsor and Walkerville Institute, and continues to urge very strongly its disapproval of (1) melodramatic and comic picture shows; (2) the manufacture and sale of cigarettes; (3) the comic supplements that are appearing in some of our Canadian papers.

22. That before people are allowed to marry they should present a certificate from a qualified medical practitioner that they are mentally and physically qualified for the rights of parenthood.

23. That we express our approval of the plan proposed by Dr. Conboy for the solution of the problem of the feeble-minded in Toronto, and we hope that provision will be made for the carrying out of such a plan not only in Toronto, but also in other places throughout the Province.

IX. *Contributions from the Institutes.*

24. That Local Teachers' Institutes sending delegates to the Public School Section of the O.E.A. be charged a membership fee of Five Dollars for each hundred members it has; and that one session of the Public School Section be devoted to the work directly proposed for and by the local Institutes.

KINDERGARTEN SECTION

PRESIDENT'S ADDRESS.

MISS E. CODY, NORMAL MODEL SCHOOL, TORONTO.

During the early part of the nineteenth century, woman's place was considered to be only in the home. Women teachers were practically unknown; schools were places in which facts and the classics were crammed into children; memory was the chief faculty which was allowed activity; and discipline was explained by the statement, "spare the rod and spoil the child." If a little child were found drawing a picture in school, it was considered a crime. And what about play? Truly children did play, but not in school.

The natural tendencies of children for play, block building, mud-pies, drawing and make-believe play, were not considered seriously; it was only, "What shall the child be taught?" "What shall we have him become?" Instead of "What value is in child play?"

The concept of education, was putting something 'into the child, rather than seeing him as a manifestation of life, that must develop from exercising all his activities in the right way, as naturally and as joyously as the bird.

The product of this false concept of education has been portrayed to us by Dickens in the pathetic story of little Paul Dombey, in Nicholas Nickleby, and in Hard Times, where memory, misery, and facts, are summed up as child life.

There were many unhappy children such as Froebel in childhood, restricted on every side from living a natural, loving, active life.

It is well for womanhood and childhood that there was a Froebel, who replaced this false concept of education, with a method based on the natural enfoldment of the child life, through his own natural, loving activities.

It is well for womanhood that there was a Froebel, who showed her a true place for her life activity.

It is well for children that there was a Froebel to unfold a remedy for the crimes of neglecting and repressing the natural tendencies of children.

To-day, because of Froebel, we have women taking their places in the front ranks of education; to-day, because of women taking to heart the needs of childhood, we find true progress in elementary education, in all civilized countries of the world.

We are safe in saying, that Froebel was the only man who could practically carry out his ideas of the kindergarten with little children.

Men there are, and have been, who understand to a great degree the truth of the principle and practice of the kindergarten and primary education; but they have not gone into the kindergarten and primary rooms and demonstrated this. Theory without practice is dead. Therefore the only possible conclusion to be drawn is that those who have both understood and demonstrated this work should be the ones to supervise this important stage of child development.

Academic standing and collegiate teaching do not give the wisdom required for this work. It is those who have this insight who should take a stand for true supervision.

In South Dakota women have been appointed as supervisors of both kindergarten and kindergarten-primary work.

What does the kindergarten stand for to-day? There are some things it does not stand for. It does not countenance taking the five year old child from his natural atmosphere of play and placing him at a desk to learn to read and write; it does not call book learning developing for a five and six year old child; it does not uphold mechanical efficiency. It stands for the right of the child to live a natural life; and therefore is as important for the welfare of the human racial development as are women's rights socially, morally and civilly.

The kindergarten stands for the right of every child to have his natural tendencies recognized, respected, and exercised rightly, for his development into his highest possibilities. The natural tendency to play, activity, imitation, block building, drawing, wherein his whole being finds expression, the kindergarten uses for truly educative ends. The joy of imitation in the kindergarten becomes the joy of entering into home relations, nature relations, and trade relations.

It is a truism, that what the child imitates, that he tends to become; so in the kindergarten, these relations are purified, and idealized, that great ideals of life may become practically his ideals.

The play material not only develops self-reliance, originality, reasoning, hand power and skill; but through these, number experience and language are developed in such a way as to prepare definitely for the next important step in the child's life, namely, the desire to read and write.

The discipline of the kindergarten is based on faith, sympathy and activity; resulting in a natural obedience. This obedience is not so much to person as to an ideal, a principle, which the child recognizes as governing the director as well as himself. It is what Froebel calls the invisible third governing all. This education is following the child, which Froebel said was necessary.

This recognition of the rights of childhood, is expanding and gathering momentum in many countries. Kindergartens are to be found conducted by earnest, intelligent women, in Japan, China, India, and Egypt; a number in these places having been trained in Toronto Normal Kindergarten. In both England and America it is increasing rapidly.

Mr. H. A. L. Fisher, English Minister of Education, speaking to the Froebel Society in London, England, this last year, explained the need of education for children, of what he termed, the pre-school age, and which he said had been embraced to an extent by the kindergarten work in England. He said the new Education Bill in England had its inspiration primarily from the work of Froebel, and aimed to supply increased opportunity for child development. This bill empowers local educational authorities to provide within their areas, "Nursery Schools," which children from the ages of two to five years would be qualified to enter.

This was to meet, not only the needs in crowded districts, but also in rural places; for, as he said, few mothers have sufficient understanding to properly educate little children. He said that small schools and many of them was the great need, as the younger the child the greater was the need for individual attention.

There is much in this bill to inspire Ontario to greater activity in providing for her little ones. Mr. Fisher also sees the importance of doing away with the hard and fast division between

the kindergarten and elementary grades. He claims the same atmosphere of play should be maintained in both grades.

England is not the only place where deep thinking men are seeking to extend the kindergarten. There is now on foot in the United States a very general effort to extend the kindergartens as an effectual means of preparation for citizenship. Dr. Claxton, Chief Commissioner of Education, is leading this movement; and is being ably sustained by such organizations as the "General Federation of Women's Clubs," "National Congress of Mothers," "Parent Teachers' Association," "W.C.T.U.," by several Chambers of Commerce and Labour, and Women's Suffrage Societies.

In California the kindergartens have more than doubled in number the last five years, classes being established by law, on the petition of parents. Similar laws exist in Maine and Texas. In response to an appeal from the International Kindergarten Union, Congress made an appropriation, by which the Kindergarten Division of the Bureau of Education, at Washington, D.C., is made permanent. Two specialists in kindergarten education are to be in charge of all kindergarten subjects.

Here in Ontario, legislation provides for kindergartens and encourages them by special grants, and recently has provided for kindergarten-primary rooms, so that the same principles and methods may be applied to both grades, but it is clear that something more is required, else kindergartens would now be established in every town of this Province. It is true, the kindergarten is spreading in some places in the west; Sault Ste. Marie has five, and expects to open another in September next. Fort William has seven and Port Arthur has four. On the whole, parents, teachers, trustees and inspectors do not understand its value. We need to awaken to the needs of the children, as individuals and as citizens of our great Dominion.

There are many criticisms of the kindergartens, mainly due to ignorance of its aim and method; but some criticisms deserve attention and kindergartners should profit by taking heed to them; but because perfection is not attained, kindergartens should not be discarded; rather should they be given a chance to improve; for the truth of development is in it, and development means infinite progress. In method, what was right for last year, may not be suitable for this year or next year, because the needs are

constantly changing. The advantage of this open-mindedness is proven in the present general use of enlarged gift material, and in many advantageous changes in occupation material.

The foundation of the kindergarten has been laid in Ontario, but much more is required if the foundational work is to remain and be further developed.

When Napoleon was asked what was needed to improve the schools of France, he replied, "Better mothers." To-day, we repeat the same and add, greater knowledge among parents, teachers, trustees, and inspectors of the educational value of the kindergarten.

There is a great deal of talk about development through self-activity; but do the people of our country know what that means?

Socrates said he could learn nothing from trees. Froebel, who loved nature as a symbol of invisible Truth, declared the tree had been his teacher.

We need only observe the care a seed requires, that it may become a beautiful tree with fruitage, to understand that from the commencement of germination the greatest of intelligent care is required. The nature of the plant must be understood; what it requires in soil must be provided; the right amount of moisture must be gauged; the proportion of sunlight due its nature must be given; and lastly careful pruning must be attended to; yet all this very necessary work does not make the tree or fruitage; it only gives the opportunity for activity.

Our Government sends out bulletins on gardening, agriculture, fruit-growing, dairying, etc., in order that our country may be brought to a high standard. It does not in these bulletins commence instructions for the treatment of half grown plants and animals. It starts with germination, recognizing this as the only way to procure good results.

But what about the little human seedlings in our Province? It is true the Government makes it compulsory for children of seven years of age to learn to read and write, and makes it possible for five year old children to go to school; but no attempt has been made to educate the public on the development of little children.

This looks as though our human seedlings, who are soon to rule our country, were considered of less importance than our plants and cows.

The majority of Ontario children receive no care until they are seven years of age. An educator has said truly, "Any school that has its beginnings in the alphabet and its end only in book-learning, is a school of death."

Bulletins explaining the value of the kindergarten, in laying the foundation of true education, sent out to all trustees, inspectors, and homes, are more necessary than are bulletins on cattle and plants. When England is commencing to care for two year old children, surely something can be done in Ontario for the five year old children.

If the people are educated to see the value of a right foundation every town in Ontario will soon establish kindergartens. This should be the kindergarten contribution to reconstruction.

TYPICAL USES OF THE GIFTS AND THEIR RELATIVE VALUES.

MISS SCOTT, OTTAWA.

Teachers are nation builders. If the product is not good, we kindergarten teachers cannot blame our materials.

The "Gifts" are one of the principal mediums for the child's education. What do we mean by education? It has been said that "it is the adjustment of the individual to his ever-widening environment." When the child begins his kindergarten training, he is taking his first step into a new world. We have, then, the child, the materials, the other children and the teacher, which compose the factors of this adjustment. The child is activity itself, and it is this activity which is developed into definite action through Froebel's Gifts.

Perhaps it will clarify our ideas to once more review what we feel to be the educational value of these gifts.

It may be that the First and Second Gifts are more adaptable to the nursery than to the kindergarten. The rolling and throwing games with the First Gift are enjoyed immensely by the children. He is developed physically through these plays; morally, through his enjoyment of them, through the concerted action and through the development of the social instinct. He certainly plays for the joy of the playing. Perhaps, (?) in a limited way at this period, his moral nature may be developed through the softness of the ball, appealing to his instincts of love and tenderness.

The "rolling" games of the First Gift, will lead to the "rolling" and "aiming" games with the Second Gift. The contrast in the balls will awaken thought. The child discovers at once that the wooden ball may be rolled farther and faster than the soft woollen one. Comparisons of form are made, and he is led to recognize the different forms of his environment.

In the First Gift, the sense of sight was developed, through the different colours. In the Second Gift it is the sense of touch as well as of sight. With his eyes blindfolded, he discriminates the different forms, through his sense of touch. The children

love this Gift for "free-play." It has always been a marvel to me that, the ball, cube and cylinder appeal to the child's activities as they do, and hold his interest. In a small class there may be opportunities for concerted action with this Gift. I cannot say I think it practical with a large class.

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We have come to the "Building Gifts" now. What a joy they are! I feel more confident than ever before that they are one of the best mediums for the development of the child, morally, mentally and physically. They appeal to the child's instincts of investigative and creative activities, and are the natural playthings of children, to which they respond. It is through this medium that we have the greatest stimuli for mental activity and wonderful hand-training. The objects made should be simple, and within the child's experience. The dictation should be clear, with the fewest possible words, using the same directions each lesson.

I cannot agree with those who think there should be no "dictated lessons." It is through these lessons that the teacher's experience will lead the child to higher ideals. I have read some place, "that in every individual's education, from the beginning until he graduates from the university, that there are certain things he must do and must be told how to do." It has been suggested that the period given to "free-play" should come before the dictated lesson. I would like to have the opinion of the teachers present on this question.

Each day's play ought to have definite headwork and hand-work, as Froebel has said, "there is a great deal of difference between free, creative activity and aimless, purposeless activity." Some one else has said, "Strive for the busyness of the squirrel storing nuts for the winter, rather than the restless energy of the same creature, madly flying around his wheel."

Each time the child handles his blocks, either in "free-play" or in the "dictated lessons," power is gained, through conserving and directing his energy. Instinctively children take things apart and investigate. With the divided cube, in the Third Gift, he has this instinct satisfied and through this is led to handling and doing. The achievement is the development of hand-power, and the enjoyment of having made something himself. We begin

now to work towards an accomplished fact, having an end in view. This is more definite as we proceed with the work of the Fifth and Sixth Gifts.

With the eight cubes of the Third Gift, simple number lessons may be given—the child may make high and low trees—groups of trees, etc. I need not enlarge here on the number of simple exercises which may be given in counting and number with this Gift. This number work may be continued with the Fourth Gift. We have now also the opportunity of measuring. The contrast in form is noticed at once by the children and they build with renewed interest. There are greater possibilities with this Gift, in arranging and placing the blocks in relation to each other. The problems which may be evolved with the Fourth Gift are of very special value. In these exercises the child is taught to concentrate, and to do rapid thinking, which is put into action. In my own kindergarten, I have problems with this Gift every week from Christmas until midsummer.

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There are many advantages in building with the Third and Fourth Gifts together. The contrast in form is emphasized and comparisons easily made.

As we all know, the Fifth and Sixth Gifts are much more difficult to handle. It seems to me best to introduce the Sixth Gift after the Fourth. It apparently follows it in sequence and is much more easily handled. The possibilities of building with this Gift are many, an infinite number of arrangements and combinations may be made. There is a demand for a greater power of control, but the child's experiences with the other Gifts have made him capable of handling the material of this one skilfully. Through his experiments will come clearer ideas and widening ambitions. The aim of the teacher must be "to direct the child's activity to conscious action and to some definite end." Valuable number work may be given with this Gift, and some formal work on comparison of form.

The teacher's appreciation of the child's work, with careful criticism will stimulate him to further efforts, which will give him a joy in doing, which will mean that no lesson will be an end in itself.

In dealing with the Fifth Gift, the same principles will apply to this as to the Sixth Gift. The divided cubes are somewhat

difficult to handle, but after practice he becomes quite an expert and soon does not fear them at all. The half and quarter cubes are soon familiar friends, which he recognizes at sight and which he is able to place in proper relationship to each other. The slanting line becomes a joy to him. He can build a real roof to his house! The child discovers new combinations which enables him to work out his ideas more satisfactorily. Each teacher should decide the chief value of each Gift in connection with the need of the individual child.

The remaining Gifts are the tablets, sticks and rings, which I think are the universal "laying" Gifts in the schools of Ontario. In my own experience I have found the tablets rather unsatisfactory for "Forms of Life," the possibilities are limited. Indeed, I have had some of the forms adversely criticised by the children, and I felt at the time that the criticism was just. Some of the best work done with the tablets is the "number work" in groupings of light and dark tablets. They also lend themselves to very good "Forms of Beauty." Some teachers have expressed the opinion that all "Forms of Beauty" should be connected with something which has come within the child's experience. I would like to hear this in discussion.

With the Eighth Gift, "the sticks," one can make an unlimited number of "Forms of Life" and of "Forms of Beauty." The simplest forms are of the greatest value, giving the child the clearest and most definite impressions and the greatest amount of pleasure with the completed object. The different lengths of the sticks afford an opportunity for measuring and he soon becomes very familiar with them.

One of the chief values in the uses of the sticks is in connection with the "school sewing." Each step of the sewing may be worked out by the child with the sticks until he reaches the inventions in "Forms of Beauty." Dr. Montessori has said that the child breaks into writing and reading. I have found that unconsciously he breaks into the creating of "Forms of Beauty" which are a joy and an inspiration. To quote from one who has said, "The gifts shall be so used that not only the physical powers may be developed, and the mental faculties trained, but the spiritual nature addressed and the whole human creature given a little upward impetus towards those things that are pure—those things that are lovely and of good report."

HOME SCIENCE SECTION

THE CHALLENGE OF THE RECONSTRUCTION PERIOD TO THE FIELD OF HOME ECONOMICS.

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The socially-minded people of the world are acknowledging an increasing faith in the *function* of the *home* as a factor in the maintenance and upbuilding of the democracy which civilization is struggling to achieve. David Snedden has pictured the elemental need of home in the following statement:—

“The individual home as an abiding place and shelter has been an accepted blessing. We were born into it and surrounded by the care of loving parents. Some of us grew to manhood and womanhood before we realized that this shelter might not have been ours. To some of us, realization of our blessing did not come until by more or less chance contact, we found in orphanages a type of home which was a blessing to the members of the *large family* only because the greater blessing of a happy *individual* home had been withdrawn.”

Sociologists of the present day are considering the home as the abiding place of the family, as a fundamental factor in the achievement of the highest social aims and ideals. To quote from a few of these outstanding analysts:—

Helen Bosanquet. “The Family.”

“The pain of life is hallowed by it, the drudgery sweetened, its pleasures consecrated. It is the great trysting place of the generations, where past and future flash into the reality of the present. It is a great store in which the hardly earned treasures of the past, the inheritance of spirit and character from our ancestors, are guarded and preserved for our descendants. And it is the great discipline through which each generation learns anew the lesson of citizenship, *that no man can live for himself alone.*”

Devine, Edw. T. "The Family and Social Work."

"The family is obviously the fundamental social institution, a determining factor in economic welfare and prosperity. Biology and economics join hands with poetry and religion in exalting the family to a first place among human institutions. To protect the family from disintegration is the surest way to safeguard the state.

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"To maintain normal family life, to restore it when it has been interfered with, to create conditions more and more favorable to it, is thus the underlying object of all our social work."

Dealey, James (Professor of Social and Political Science in Brown University). "The Family in its Sociological Aspects."

"The family historically has been and presumably will be the heart and centre of social life."

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"Within the family of *higher citizenship*, should be in germ those potentialities that, under favoring environment should blossom and ripen into work and play, love and patriotism, aspiration and reverence, so that each member of it may take his place in the economic, civic, and cultural life of his time."

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"The family with its members should be in very truth an economic bond, a body politic, a nursery for religious aspiration, a school for the broader life of the world and a home of co-operative activity. In being so, it shows itself to be the real social unit, the germ of society, the fundamental social institution on the welfare of which depends the hope of continuous social progress. The twentieth century with its trend toward reorganization, recognizing that this is the true place of the family in society, has definitely taken up the study of this institution with all its problems, and will not rest satisfied until family life is on a higher plane in Western civilization than it has yet attained."

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"Through scientific information imparted through education and through the social control exerted through capable social institutions, the standards of family life can be so greatly strengthened

as to make possible and probable the steady improvement of each successive generation of humanity."

The home, is, then, regarded as the early educational agency in the life of every individual. Upon its precepts and practices depends, to a large extent, the physical well-being of the citizens going out from that home; the mental attitude of the members of the family toward life and its problems; their spiritual responses, and, because of all this, their intrinsic worth as human integers.

The business of home making is, under normal conditions, a partnership of two, and in later stages of family life, of more. During its evolution, the responsibilities of the home have seemed to fall automatically under two general heads,—earning, and spending, or to use the terms of the economist, production and consumption. Coupled with this has been what may be termed in the words of the sociologist, right relationships among the members of the group,—the creation of a home atmosphere which is worthy of extension into the community and the world—home.

The share of man and woman in the business of home making has been rather well defined throughout the history of homes,—to man has fallen the responsibility of providing for the family needs; to woman that of utilizing the material provided. In the well-ordered home, both have shared in the establishment of ideals of home and family life.

The value of individual homes thus organized has justified itself in the community by contributing the *health, strength* and *ideals* of its *members* to the *solution* of the *community problems*.

With the advent of the world war, there came to the homes of the world a readjustment. Men were called from their homes into home and foreign fields of service. Women followed them both in spirit and in person. Their interests became international, and their services were offered to the cause. Women were called upon to share in the "service of supply," such as Red Cross service, the work of the munition factories, gas mask factories, air-plane factories, etc. The country called for women's service in replacing men in the maintenance of commercial and industrial and professional pursuits, and to serve in those organizations whose main objective was the support of morale. Woman found herself serving the double role of home maker and wage earner for her family.

In the earlier days, woman's work as the housekeeper in the business of home making was undisputed. As such, she was a constant in the home, and in her immediate community. With the passage of time and especially with the coming of war, an adjustment became necessary, women responded, and a change in the business of home-making was inevitable.

In some cases, the homes will return to the pre-war basis, enriched for the experience which it has offered to the mother to share in the work of the community at large. To other homes, such a return will be impossible. Woman *must* continue her dual responsibility. And in other homes, the changed conditions will be maintained,—because woman has sensed her power to extend her sphere into her community, thus making of it a “larger home”; and because the community has discovered that through this larger service she can improve community and national conditions for her own family as well as for the members of other families who will profit by such service.

To quote Dr. Frederick Henry Sykes:—

“Women must still make the individual home; we must count on them also to make the larger home, to civilize the city. To meet our new social needs, women must develop—alert and trained in heart, brain, hand,—trained technically, trained socially, trained politically. What society needs is not the stored mind of the student merely, but the dynamic personality, uniting character, culture, vocational fitness, informed in social science, and touched by the spirit of service, of the church militant here on earth. Some women, I don't wonder, shrink at the task ahead, but some women welcome the new responsibilities, opportunities, training, and theirs is the leadership of the future.”

What, then, is the challenge of the reconstruction period to the field of Home Economics?

“How raise the standards of home and family life to a point where the home may serve as a constructive social force, and yet conserve a part of woman's time and strength for the extension of her influence into the larger home?”

The field of Home Economics can only share in the response to this challenge. It lays no claim to being the complete means of solution. The workers in this field believe that they can contribute to the achievement of a successful goal, through the education of girls and women along the following lines:—

1. They must be led to realize that the work of the home is a contribution to the great idea for which men have suffered and died—that the home is an integral part of the social whole.

2. They must learn to evaluate the daily tasks of the home, sometimes so wearing in their daily repetition, as *means* toward the great end, *not* as *ends* in themselves.

3. They must learn to consider their work in the various phases of home-making as a contribution toward the large social problem of which it forms a part, e.g. the daily planning of meals is related to the large social study of malnutrition; the care of children, in addition to being a great personal satisfaction to the mother and father, is a contribution to the upbuilding of the nation's strength. David Sneddon says, in effect, that the one objective or purpose of the home should be the rearing of children. The problems of home sanitation and sewage and garbage disposal, although vital to the individual family, reach out into the community and serve to improve living conditions for the community of homes.

4. Through *liberal education*, they must learn to consider *home making* as more than *housekeeping*. It demands an intelligent understanding of social and economic conditions; of sanitation; of the psychology of children and adults; of current events and progressive thought; of aesthetics; of the sciences as they affect life, within and outside of the home; of history, and literature as they serve to beautify and interpret life.

5. Her war time service in relation to conservation has been the best evidence that can be offered to woman of her power as a means of conserving the nation's resources. Canada's future is the envy of all civilized countries because of her great undeveloped opportunities; the work of the home maker will always contribute directly to this great task, both in conserving the natural resources of the country and by maintaining such home and community standards that the best type of people will be attracted to Canada as a home-land.

In continuing the idea of conserving the nation's resources, it is necessary for woman to explore her own powers, in order to evaluate them in selecting her service for the state. The mother of a family of young children, for example, will be serving most nobly in devoting herself heart, soul and body, to their best de-

velopment,—mental, physical and moral; and economic conditions permitting, it would be wasteful of the nation's resources if her powers were withdrawn from this task at the crucial time.

6. And linked up with and augmenting these attitudes, woman should learn to so regulate her *housekeeping* activities that she may conserve some time and strength for *direct* contact and service in the "larger home" both for the well-being of herself and her immediate family, and for the benefit of the larger family.

7. The importance of mental, physical and spiritual balance in the "business of being a woman" must enter into her analysis of her task.

8. A lesson that must be learned by many of our girls and women in the States which I am inclined to think has long ago been learned by your Canadian women, is, that the world does not owe them a living, and that real contentment can come only through sharing in the responsibilities of the world, whether as a home maker, or as wage earner, or as both.

9. Woman should realize that the present opportunities and needs for women's services are greater than they have ever been, and that it is largely through the work of women that this is true. As stated by one woman: "What woman hath done, woman can do, and more!"

10. Women and men may both learn that woman can bring a rather unique point of view into the commercial and industrial pursuits. For all her years as home maker, woman has worked with no stated stipend as a goal. Her remuneration has been in terms of better and more abundant life for her family. As she carries this outlook into the outer world, is it not natural to believe that there will be less of mercenary longing because of her years of gratification through social returns?

Home Economics education is at the service of the community in response to this challenge. It has been defined as being "a subject that centres around the problems of the home and other institutions whose problems are of a similar nature. The subject includes a study of food, shelter and clothing, viewed from the standpoint of hygiene, economics and art, and a study of the relations of the family to each other and to society."

As applied to the education of the girl in the Junior and

Senior High School, the aims of the work in Home Economics have been stated as follows:—

AIMS OF THE HOME ECONOMICS STUDIES.

The Home Economics studies, because of the nature of their content, afford opportunity for the training of the girl, as a member of society in her own home and in her community associations. Their aim is that of all studies, namely, to develop the social efficiency of the girl. Home Economics studies contribute directly to this aim when they are so taught that they increase in the girl a feeling of responsibility as a member of her family group and awaken in her a desire to participate in promoting the welfare of society in general, of which she is a part. Stated more specifically the aim is:—

To work toward the maintenance of the best type of home and family life, believing them to be vital forces in the establishment of a sound democracy. To this end the following aims should contribute:—

1. To teach the girl the principles of healthful living for herself, her family and her community; the relation of health to happiness, and to the well-being of the individual and society. This would include a knowledge of the selection, preparation and use of proper food, shelter and clothing,—the care of food and sanitation of the dwelling; care of clothing and its relation to health; plans for right living,—amusement, work, education, wise saving and spending.

2. To strengthen in the girl a sane attitude of mind toward the relation of the modern home to economic, social, scientific, aesthetic and spiritual problems; through an appreciation of woman's work in the home and outside the home as producer and consumer. This would lead to an interest in civic and national affairs.

3. To train the girl to *do*, as well as to *know why*, to a degree of skill commensurate with her varying needs:

- (a) For general education, "that liberal education of a girl which is designed to promote higher standards of appreciation and of utilization of home activities, and to show wherein the various arts and sciences have practical application in home life."

- (b) For vocational education:—

(1) For home making; this includes more intensive treatment of the home economics studies than the average girl would have time to pursue in the home economics course as described above, for general appreciation of this field of work. It would include more opportunity for practice and more intensive study of the subjects designed to prepare for home making "as practised by the wife and mother in the home."

(2) This type of course provides for a still more intensive study in a restricted field of vocational industrial studies growing out of home economics and along the line of economic demand in order that the period of apprenticeship in a position may be shortened, as for example studies which lead into such fields as dress-making, designing, millinery, housekeeping, fine laundering, tea-room work, catering, etc.

The content of a well rounded course in Home Economics should include opportunities both for doing and for thinking. The home activities will always form the nucleus of such a course, maintaining the courses in "cooking" and "sewing" out of which the subject of Home Economics has been developed, and augmenting them by the addition of training in other phases of home-making. Courses on the care of children are becoming more and more universal in the organization of home economics curriculums, and every progressive school and college should be stressing this phase of the work as one of the most vital. It was a young high school teacher in Appleton, Wisconsin, who conceived the idea and carried out the plan of having her high school class adopt a child and care for him as part of the work of the senior year. Two needy children, a boy and a girl, have profited by this work; and in the case of the boy it is the belief of the community that a child's life was saved. The resulting value to the girls in the class cannot be estimated.

The emphasis on budget making has been strengthened, no doubt, by the increased cost of living due to war conditions, and the study of food values in return for money spent has become a world-wide problem.

Inasmuch as the present trend in education is to relate it constantly to the interests and affairs of daily life, it is consistent in the field of home economics to strive towards home conditions as the laboratory for teaching home activities. Miss Florence

Marshall, in discussing the Manhattan Trade School in New York, of which she is principal, said, "I am satisfied on this point, for which I strove in the building—it is not like a school." And she is right,—it is made up of shops like those to which the girls will go when their training is completed.

Another effort toward making the work in home economics practical is the effort, in its varied forms, to depart from the small quantity work in food preparation, and to prepare family sized recipes. The school lunch room offers this opportunity where it exists, and furthermore, it serves the vital purpose of extending food education to all the pupils in the school, and in addition promoting proper nutrition of school children.

Definite co-operation with existing social agencies has been a great asset in the teaching of home economics during the recent years. One of your own young women took as her topic for a short address, "Social-mindedness as awakened by Red Cross and other war time service in the high schools of Canada." In speaking of the same results, a school principal was heard to remark, "What *shall* we do when the war is over?"

In order that women may respond to the call for service in the "larger home," it is obvious that there must be an adjustment in the business of home making responsibilities in the individual home. This, in turn, will result in "more abundant life," no doubt, for father and children. As the father contributes more of his time and care to the children in the home, there will be increased returns in satisfaction and sympathy, and all will be the gainers.

It is farthest from my purpose to stimulate a desire on the part of the home maker to espouse a responsibility in the community which will diminish her strength in her own home. It is only in order that her home-making gifts and training may be most serviceable that these arguments have been put forth.

The *Atlantic Monthly*, in the Contributors' Club for March, 1919, gives space to the heartfelt plea of a man who begs that the spirit of his mother's kitchen may not be lost in the modern attempts to systematize the work of the home.

Dr. Charles W. Eliot, in an address given in Carnegie Hall, New York City, November 23rd, 1918, thus emphasizes the importance of equal training for boys and girls along certain lines of home economics and community hygiene:—

"These permanent officials (medical examiner, the school nurse, and the district nurse) should also give public instruction in regard to diet, nutrition, housing, community cleanliness, and the medical means and access to this instruction should be free to all comers, of whatever age, race or condition. This is the most legitimate kind of public instruction in a democracy, because the kind most directly and immediately useful to the entire community. A strong beginning should be made at once, and the national, state, and municipal governments should all take part in the good work. In order that the future fathers and mothers may be able to understand thoroughly the instruction to be given by physicians, nurses and health officers, all school children should receive at the appropriate time instruction in so much chemistry, physics and biology as is necessary to the comprehension of what is meant by a complete diet for infant, child or adult, and to the mastery by both sexes of the processes of cooking and serving food in wholesome ways. That amount of applied science should be learned by every boy and girl in American schools before the age of sixteen years, and no subject except the English language should be more carefully provided for in school programmes than that amount of applied science."

Little has been said concerning the woman who is a wage earner and carries on home making as an avocation. Perhaps specific training for home making is as essential to her as to the woman who devotes the major part of her time to it. Certain it is that she needs a thorough understanding of the working principles underlying home making, and in addition she must know how to reduce the labour involved to a minimum. Possibly Hoover's standard should be hers, even more than that of the woman whose vocation is home-making:—

"Go back to the simple life, be contented with simple food, simple pleasures, simple clothes; work hard, pray hard, play hard. Work, eat, recreate and sleep. Do all courageously."

From the standpoint of vocational education, apart from vocational home making, the field of home economics is prepared to meet the challenge of the period.

The opportunities in the teaching field along these lines are well known. It may be said, however, that the field grows wider with each succeeding year; home economics extension teaching

through institutes, demonstration homes, government bulletins and the pages of the magazine are supplementing the more formal class room instruction.

Opportunities for the woman to conduct housekeeping for institutional homes are becoming more numerous and more interesting. There is no longer need for unmitigated regret in the woman who is by nature a home-maker and who has not been graced with a home and family. For to this woman have been opened many avenues of service in the conduct of institutional homes wherein adequate training and the right personality may receive satisfaction in service. The young woman who introduced peach short cake into the Old People's Home where prunes had been a frequent dessert received some of the satisfaction, at least, which comes to the woman who finds joy in giving joy.

The field of social service is calling for women trained in home economics who may supplement the knowledge of the mother in the homes that are under the direction of the various social agencies, thereby helping them to regain their courage for their task of maintaining a family on a minimum wage.

The world yearns for the skill and interest of the home-maker. Opportunities are not wanting.

In response to the demand for vocational training in secondary schools, modern education offers training in those occupations growing out of an interest in home economics. These openings are increasing in number each year; and the day is not far distant when the eight hour day in home service will put this type of vocation upon an equal footing with the occupations in tea rooms, catering establishments, dressmaking shops and millinery establishments.

In order that the workers in the home economics field may attain the results toward which they are striving, they must have the support of the Department of Education along certain lines:—

1. They bespeak the interest, understanding and appreciation of the Department of Education in the aims and purposes of the new education of women.

2. The work as proposed will demand funds—

- (a) for supplies;

- (b) for adequate equipment;

- (c) for effective teaching and supervision.

3. They bespeak co-operation in the promotion of new enterprises, such as—

- (a) practice houses;
- (b) school lunches;
- (c) co-operation with existing social agencies;
- (d) courses of study adapted to various groups of students;
- (e) provision for adaptation of science and art courses to meet the needs of the girl;
- (f) home project work.

4. They ask for necessary administrative adjustment to provide for the new phases of work, including time for surveys and home visiting.

5. They ask for support in the promotion of home economics work, in technical and continuation schools and classes, and in part time classes for girls and women; and also for home economics extension work among women.

The remarkable work of the Women's Institutes in Ontario is far-famed, and the workers in Home Economics throughout the country recognize in it a very concrete evidence of the appreciation of the people of Ontario for this field of work.

In concluding his address on the "Social Basis of the New Education for Women," Frederick Henry Sykes said: "I don't know what the end of life is—what it all means, what we are all after, working for. It seems that what life wants is more life and to 'live more abundantly.' There is a promise of it."

* * * * *

"Let us build on, hopeful for the future, for social justice, for social intelligence, for social facilities, for a democracy realized in happy, busy, beneficent, effective human beings (as Ruskin describes the truly educated), that are the real wealth of the nation. That is the social gospel of the new education for women."

*SOME RECONSTRUCTION THOUGHTS ON THE
ELEMENTARY CURRICULUM.*

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There are several senses in which the term elementary is used in connection with education. The one kept in mind in the remarks that follow defines it as "that education which is common to all persons without distinction of sex, social status or future vocation." In other words it is the minimum compulsory for all.

In this essentially democratic sense elementary education must be expected to exhibit change of form in proportion to the progressiveness of the society employing it. The curriculum for instance can never become a final achievement. It will put out a new bud here and shed an old leaf there as long as there is life in the educational system. But the life principles of education remain the same and include the following four purposes always:

1. To aid the pupil's perception of and mastery over nature.
2. To aid his adjustment to society.
3. To develop his personality, the spirit of man in him.
4. To develop the intelligent responsiveness of that individual spirit to the increasingly apprehended calls of the spiritual world.

Herein lies the unfailing inspiration of our profession. The teacher's vocation becomes one of perpetual adventure, of pioneer enterprise in piloting growing spirits from the old into the new.

Every teacher is concerned with all four purposes, but in different departments they are stressed in different proportions. We are all influencing our pupils' personality, their spiritual ideals, their reaction on society; but in the household science department more stress falls on mastery over material things than in departments of literature or mathematics. And the first constructive point of my remarks to-day is that the time seems ripe now for extending this use of material things as means towards education.

The most obvious thing on which to whet our intelligence is our ordinary environment. The Ontario Department of Education has long acted on this principle in providing courses in nature

study, manual training, and domestic science; and its mention of farm machinery in the prescriptions for rural schools shows it intends keeping these subjects close up to the pupils' daily experience.

Can anything further be done along similar lines for the town pupil? Does the material handled in the manual courses make the most possible of the pupils' town environment? In great part the town community is industrial. Industrial arts, then, when developed in harmony with local industries, will supply the life-contact for our school courses in towns that agriculture does in the country. From the title of this afternoon's paper I judge that the theme of Industrial Arts will be developed by Miss Rowntree. I will not take up time therefore this morning with any general consideration of it. But in connection with industrial studies there is one point to which I should like to see special attention given, viz., the machines involved and the power that runs them.

If asked, I should say that the outstanding characteristic of town and city environment to-day is that it is mechanical. Not only in the factory and the traffic of the street is this evident; but in the store where a flying cash box whips away your money round corners, through floor or ceiling, and brings back your change with a click; in banks where the labour of long additions is turned over to a machine; in the home, where vacuum cleaners and electric washing machines are ousting the old hand utensils. Mechanical inventions have become so much a part of the child's hourly experience that they have become a normal whetstone for his intelligence. In homes where a vigorous intelligence rules this is taken advantage of and many boys grow quick of understanding through their handling of miniature steam engines and electric toys or through building engineering wonders with mecano parts; better than toys is it if they are encouraged to dissect and reconstruct discarded mechanisms of ordinary use. But often it happens in homes of rich and poor alike that there is no encouragement of these pursuits; perhaps there is actual discouragement. Many boys get no answer to their early questions as to "What makes it go, mother?" or "Why doesn't it turn the other way?" Many girls have their proper curiosity on such subjects suffocated with such answers as "Electricity," or "Why, that's the way it's made." The senior of course does not know the answer; but is that any reason why the new generation should

remain ignorant? The person who does not understand the ordinary relations of the parts of a machine and the application of power in this century is in much the situation that a few generations ago the person was who did not know his letters. Multitudes of alert minds to-day are expressing their thoughts in the form of mechanical inventions. It is the characteristic expression of our time. Educated people should be able to read that expression. As they stand before a piece of mechanism, they should be able to understand the significance of its parts in relation to one another and to the purpose of the whole as they can understand the words and the sense of a printed page. That does not mean that we should all be expert mechanics any more than that we should all be journalists or authors; but we should be able as educated people to understand and in some measure to use what more gifted men have expressed for us in books and in mechanical contrivances.

Is this subject useful enough to entitle it to a place in general education? I have touched upon its practical relation to life in the home, the workshop, the office and store, and on the street to-day. I have not dwelt upon the development of services of all kinds by means of machines and power that may be looked for by the time to-day's school children are men and women; nor upon the release from material drudgery that these things afford, leaving those who have mastered them more leisure for higher pursuits. I would, however, draw attention to some facts that have impressed myself.

Women actively connected with certain labour unions in this city have told me that in their own experience great numbers of girls engaged on machine work learn nothing about it beyond the particular operation they may be employed to perform. If such a girl's machine needs some slight adjustment, she will lose an hour or two hours waiting for a man to come and put right what my informants assure me they put right for themselves in a few minutes. Not only does the factory hand in that way lose time and pay; but she fails of the intelligent interest that her work might provide her with, because she has not had her intelligence early awakened to mechanical interests.

Again, there is the fact of the mental attitude towards occupations of the children coming out of our public schools. Toronto

has two well-equipped high schools preparing pupils directly for gainful occupations, the Technical High School and the High School of Commerce. Of these the High School of Commerce receives a much larger contingent from the public schools for its full high school course than does the Technical High School. In 1917 the figures were: High School of Commerce, 273; Technical School, 157. This means that for some reason more children coming out of the public schools elect commercial life than industrial. In the interest of national prosperity this proportion is wrong. We need more producers, more people to create, than to distribute. Yet we do not educate ourselves to realize that industrial life is as desirable as commercial. On the contrary, the disproportionate stress that our schooling lays on matters connected with books, writing, and calculation in figures produces inevitably as a by-product the feeling that these are things in some way superior to industrial operations, that the clerk who makes entries about goods is doing higher grade work than the skilled operator who makes the goods. There are other circumstances that contribute to this false and mischievous impression, but our schools will have taken a long step towards correcting it when they place an intelligent introduction to the international language of machines on a par with the language of non-creative occupations.

The main purpose of course in using mechanical objects and power contrivances as material for school children is not technical proficiency. The main purpose is the effect on the child's mentality. Now the study of simpler mechanical contrivances lends itself admirably to the exercise of observation, reasoning, tracing of cause and effect. In examining a door-lock, an old gas-meter, a sewing-machine, or an electric lamp, problems at once present themselves to the child's mind which he can solve for himself, but not without experiment and verification well within his own reach. And the child is easily interested in them. Give him a chance to pick them to pieces and he is supremely happy and alive. In the home he may not pick the domestic apparatus to pieces. In school he may be allowed to do so with rich educational advantage. Let him put together again. The teacher needs to do little even in the way of guidance or stimulation. What she does need to do is to run fast to keep her course ahead of her pupil's pursuit. Here is room for the adventurous teacher, and here opportunity for her exercise of that originality and initiative which the Minister of

Education so vigorously encourages. With reasonably flexible regulations, such a development of industrial studies can take advantage of the special industrial activities of any locality to bring its course into close relation to the familiar life experience of the community. The school will not try to make little skilled workmen and workwomen. It will try to open up this eminently modern avenue for children's intelligence, with its stimulating outlook over the human power of subduing the earth, with its prospect of greater provision for the needs of mankind yet greater release from human drudgery through the harnessing of inanimate forces; and its dignifying in popular estimation of the industrial occupations.

The second energizing purpose of education that I mentioned was to aid the pupils' adjustment to society. In a country of great spaces and multiplex opportunities like ours there is special danger of unsocial, self-centred development of the individual. We need more explicit instruction than we have in the significance of citizenship. The more democratic our state the more this is needed. I should like our educational authorities to call for a text book on citizenship adapted to the minimum senior year of compulsory school age—I suppose now it will be sixteen. The book should probably be a collaborative work; and its aim would be to give every young citizen a well thought out statement of his privileges and responsibilities as one of the makers of his country. We already have useful texts on civics; the pupil learns the form in which our government is cast. What is still needed is a course of which civics in that sense will form only one chapter; a course in which the main purpose will be to make the student understand the meaning and dignity of his own citizenship. It will need chapters treating of the individual's responsibility for the health conditions in his community; for the sightliness, convenience, and seemliness of his municipal surroundings; for clean politics. It will introduce the law to him not as something to be resented or outwitted, but as his friend; and by making clear to him the broad, general principles of private liberty and public well-being on which our best and therefore most enduring particular laws rest, it will give him some standard by which to measure particular laws that it may become his duty as a citizen to assist in modifying or making. Incidentally perhaps he might come to realize betimes the peril of too much law-making. Such

a book might present effectually to minds entering on the age of greatest response to generous emotion the common fair-play involved in a citizen who reaps the benefits of government being willing to contribute his full share to its cost through the taxes. The relation of religion to citizenship would provide an interesting historical chapter for such a book. I hope I have made my point clear in regard to this subject. Our status as self-governing citizens has imposed upon every Canadian man and woman functions and responsibilities that once belonged only to princes and nobles. Before our law releases the Canadian child from the education which it controls, it should provide him with as mature a course of instruction as he is capable of taking in to enable him to meet these responsibilities in an intelligent and noble spirit.

That word brings me to the last of the principles I mentioned as firing the adventurous teacher. I do not know the teacher who would not feel more than repaid for all that she had put into her professional service if she could believe that any child spirit had ever caught the flame of lasting nobility through her endeavours. Perhaps that is a thought none are self-confident enough to venture. But can we not all as citizens put forth our influence towards having that which tends most that way made subject matter of our school courses? When we have spoken of training a child to master nature and to adjust himself to the society in which he lives, we have still to treat of the deep set springs of purpose, ideal, will, which education must help to strengthen and to elevate and refine if it would rise above the moral level of imperial Rome or imperial Germany. It is to some extent in our work in history, but more especially in our literature classes, that our opportunity for this most subtle type of work lies. A heroic character in history, an inspiring thought in prose or verse is the grade teacher's tool to heave away the obstacles that keep the child's soul from the light. She tries to put our worthiest heritage from the past within his grasp that he may make the future worthier still. Now, what literature is richest in material of this potentiality? From what sources are those ideals of our civilization derived that characteristically place it above that of free Greece of ancient days, above that of imperial Rome, above the civilization of the Hun? Years ago when denominational differences rent the Christian community of this country into hostile

camp we cut the Bible out of our school studies. Now that through the experiences of the last five years our sense of unity and of its importance has so much outgrown our sense of differences, do you not agree with me that the time has come when the Bible should be restored? Canada is a Christian country, a portion of Christendom. Its civilization has many roots; but that which in the last five years we have come to recognize as distinctive in the civilization of western democracies as contrasted with other civilizations is that sense of human worth, that spirit of service and of reverence for what is high and holy, that recognition of the supremacy of spirit, which are set forth in the person and teaching of Christ. It is not reasonable, it is not fair to the children to exclude from our public schools literature, the original documents from which our civilization derives its distinctive characteristics. This has nothing to do with unctuous piety, it is mere common sense. When a Canadian Field Artillery officer can write as a matter of course in *McLure's*: "We shall not come back to you as we went: God has become normal to us. . . . In the forefront of all our battles . . . the confident mercy of the Nazarene went before us," it shows that the most robust, serviceable type of citizenship finds its inspiration in just this literature.

Now as to time for these subjects. The last mentioned would not be a new subject; it would merely provide one text book a year to be read and studied for its content in each grade as you would study any great work of literature for its information and inspiration. The citizenship course should be obligatory on all pupils in their final year of compulsory school attendance, no matter in what they were specializing. With the raising of the leaving age this would cut out nothing now studied. The industrial arts in the younger grades would require time from more purely academic work. I would not be afraid myself to allow as much time for practical occupations, including drawing, gardening, and physical training, as for book work. But industrial subjects will not cut out the old. On the contrary, they give special application to drawing, manual training, geography, and other usual subjects. The extended age limit will ensure the pupil ultimately losing nothing in book work; and my own belief is that the general quickening of intelligence resulting from linking his studies more closely with his other life-experiences will make the ordinary pupil learn more effectually even in academic subjects.

Both industrial arts and citizenship furnish abundant material for arithmetic. In the revision of text books promised by the Minister of Education it is very much to be wished that in arithmetic the problems may be more equitably apportioned over a wide range of normal interests. About half the problems in the Public School Arithmetic involve money calculations. It is important that children should learn to calculate quickly and accurately in dollars and cents; but it is regrettable that as a people our thoughts dwell so much upon them. To-day at least we realize that many values may be reckoned in terms of service and human well-being rather than in dollars and cents. Problems dealing with the numbers of cogs required in a train of clock wheels, with the related movements of the parts of a sewing-machine or with scores of other familiar mechanical experiences can be devised illustrative of arithmetical principles from the simplest to the complex. Similarly questions touching air space as proportioned to inhabitants, results on traffic of sky scraping office buildings, etc., could be drawn in larger numbers from important social problems. Such questions in increased proportion in the arithmetic book would have the advantage of occupying the child's mind with constructive or social ideas, while giving him as good arithmetic practice as money questions. They would tend to make these things part of his normal thinking.

There are two reasons why it is urgent that industrial arts should find a well developed place in our elementary grades. 1st. The Government plans requiring all children to receive a more advanced education. In practice this will mean early specializing towards some vocation. At an early age the choice must be made for numbers of children as to whether their career shall be academic, commercial, or industrial; for they will have to pass into some secondary school. But if the elementary school has given outlet only for a child's powers along academic and commercial paths, it has done nothing to test out or foster its capacity for industrial life. Hence, as at present, the drift will be away from industry. With the new secondary courses opening, it becomes imperative that the elementary school should give the child every opportunity to discover and show his natural bent. The great peril connected with the present educational movement is of too early specialization. Let there be time for the elementary

school to open as many avenues as possible for the child's activity that he may develop and discover his latent possibilities.

2nd. The second reason why industrial arts are so necessary just now is the movement for vocational guidance being promoted by some public spirited citizens. It is easy for the guide to learn what occupations need workers. It is very hard to know in what occupation any young person will find the largest expression of his own personality, the fullest measure of life for himself. Industrial arts as one subject of study will help in discovering the natural bent. Let me here remind you from the definition with which we began that this course in elementary grades will be identical for boys and girls.

To summarize very briefly: We wish in our reconstructed curriculum to link up with the great minds of the past and the experiences that have given its distinctive merits to our civilization through literature and history, and to link up with the great progressive minds of the present through some comprehension of their mastery over nature. For the first purpose we would include among the literature texts used in each grade some book of the Bible selected with a view to the age of the pupils; and in the final year of compulsory school attendance would have a definite course in citizenship based on a text book. For the second purpose we would incorporate industrial arts as a part of the work in each grade, laying stress upon the first hand study of mechanical inventions and the use of power according to the capacity of the pupils. Finally, in revising the text books, we would make provision where possible for correlating the old and new subjects.

TEXTILE WORK.

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There is considerable question in the minds of many people, as to what textile work includes. To some it is all domestic art, including the sewing; to others merely the manufacture of cloth and the chemical testing of materials, but to me, it includes all a girl should know about fabrics for the making up of garments. This paper does not deal with textiles as I think it should be taught in college or university, but to the way it might be taught in elementary and high schools.

There are, as I see it, three objects to be attained in the teaching of textiles—first to enable the girl to know good materials, second to train her to choose good materials, and third to enable her to apply her knowledge of the properties of textiles to the laundering and cleaning of fabrics.

In order to know good materials, the student must first learn the characteristics of the four textiles, wool, silk, linen and cotton. The commoner characteristics of each of these can be brought out in class from the girls' previous experience, and this knowledge can be supplemented by laboratory work. There are a few simple tests that any child can do which will help her to differentiate between the fibres—for example the burning tests, the lye tests, and in high school the acid and microscopic tests.

Wool as you know burns slowly, chars and gives an odour of burnt feathers or badly burnt beefsteak. Silk burns a trifle more quickly, giving the same odour, but rolling into a ball and leaving a very crisp ash if unadulterated with weighting materials and holding its original shape if weighted. I would far rather have silk adulterated with cotton than with an excess of weighting salts and mordants, for the former has less effect on the wearing qualities, and the weighting is responsible for silk cracking where it is pressed and stitched. Cotton as you know burns very rapidly and with a yellow flame, and gives an odour of burnt paper. Consequently wool or silk adulterated with cotton burn much more rapidly than the pure goods. Linen burns in the same manner as cotton.

Ordinary household lye will give much interesting information regarding materials. If it is mixed with water in the proportion of one teaspoon to one fourth cup of water and the materials boiled in this solution, the wool and silk will dissolve and the cotton remain. The result of that test may be seen when applied to several different materials. This plaid was purchased two years ago for a dollar and a half a yard—it was thirty-six inches wide. As you see it was about three-fourths cotton by weight. It was an unsatisfactory piece of goods, for it would not stay pressed and it wrinkled when it got wet. Samples of eider-down were tested in the same way. The only wool in them was pressed into the surface and yet when it was burned it gave the smell of burning wool. It was high priced at a dollar and a half a yard. This ribbon came off my winter hat, and so I do not know what it cost, but such ribbon is usually fifty cents a yard. This is the cotton residue which amounts to five-sixths of the original weight. The ribbon faded badly in the winter sun and soon lost its silk appearance.

The lye test may also be applied in distinguishing linen and cotton. Being cellulose neither dissolves, but the linen is turned a brownish yellow which will not wash out and the cotton either remains white or turns only slightly yellow and its colour will wash out. No test for linen except the microscopic is sure. I might add that the test is more accurate if the starch is washed out of the material before testing. If the classes are studying foods and use the nitric acid and ammonia tests for distinguishing protein, this same test may be used on white woollens and silks. Cotton is unchanged in colour; a mixture is a pale yellow colour, and all wool or all silk a deep yellow.

It is needless to go any further with the tests you might use with classes, for there are any number of text books giving directions. My only point in mentioning the above experiments is to make you see that a twelve year old girl may make the tests without ever having heard of chemistry. You may ask why it is of any advantage for a child to know these tests. First because it makes a girl think and teaches her to consider in buying, whether or not she is getting her money's worth. Second, because it enables the teacher to emphasize the relative merits and just cost of the materials. Let the children analyze their own clothes

as well as their teacher's samples, and learn materials before they begin to sew. I do not believe it is any advantage to a girl to learn to sew unless she is taught how to buy. It were better for her not to know how to sew, if she is going to waste precious time working on shoddy or flimsy materials, that in spite of good workmanship are no satisfaction when they are done.

One of the easiest and best means I know of teaching girls the different materials is to have them make a collection of samples and mount them on cards or in their note books. A square of the material is mounted and opposite it the name, fibre, weave, characteristics, use and price. For example, a piece of huck—first of all it is linen; the girls test it to prove that; next, it has twill weave which renders it more absorbent and suitable for towels. For comparison put a piece of damask under it, for it is also linen but of a different weave which makes it smooth and shiny, suitable for tablelinen but most undesirable for towels. The price of the huck is sixty cents for material eighteen inches wide, and the damask two yards wide is sold at two dollars and forty cents. The price is the same, as you see. In this way you can impress the difference in effect produced by the weaves and the variation in price depending on the width. In doing the work the child gets the feeling of the material, its firmness or elasticity, and fortunately she mixes up the samples given her by the teacher and in sorting them out learns to know all the materials fairly well when the task is finally accomplished.

It is well on these cards to have pure materials and some cheap mixtures of wool and cotton, and some adulterated silk and linen, and to have the children test them in different ways and note the essential differences in the appearance and feel between the pure materials and the adulterated goods. Why are we, who have had experience, willing to pay five dollars a yard for woollen goods to-day and why do we hesitate to give two and a half for a piece of goods half cotton? Because we know that the woollen goods will be cheaper in the end—if we desire that the garment shall be durable. Too often durability is not what we are seeking. With the present frequent changes of fashion there has come to be a disregard for durable clothing. When we feel that a garment will be out of style at the end of one season—long before it is worn out—we have felt that there was no particular sense in

buying good material. Any one who has ever made over clothing knows that remodelling is an extremely difficult task. The clothing of many school girls does not speak well for the buying sense of their mothers. They have achieved variety and novelty at the expense of things more worth while. Girls should be taught to keep a clothing budget in order to see for themselves how very expensive in the end cheap things prove to be, when everything is considered. It is true that girls of high school age are most anxious to appear in fashionable clothing, to wear the "latest thing out," but along with this love of novelty and variety the altruistic sense is developing. Consequently if they are taught how fashions originate and how they bring benefit but to the very few and hardship to the many, from the manufacturer who makes the material to the dressmaker who makes the clothes, they will at least have gained a different viewpoint. Let them know that through the thoughtlessness of girls and women, many are made to suffer. The textile manufacturer is afraid to make up large quantities in advance and put himself at the mercy of an erratic public. Consequently many textile factories are closed down and many girls are thrown out of work, and then after a month or two of nothing to do, they are worked overtime because rush orders come in and they must supply the demand. The manufacturer is not to blame. There is no sense in his making up taffeta silk when people want Georgette; no sense in his weaving broadcloth in the fall if the spring demand is for tweed and jersey. The stores selling clothing are handicapped in the same way. When they buy a supply of women's clothes, they sell the first at exorbitant prices in order to come out even, for some must be sold at a loss, because they are out of style. Dressmakers are worked overtime in the spring and fall, and business lags during the summer and winter. I believe that if young girls have these facts thoroughly impressed on their minds, they will develop a common sense attitude towards dress. Boys and men are not continually harassed with the thought of what they shall wear—why should girls be? A man considers himself blessed with two good suits and is not utterly miserable if he wears the same suit several seasons, provided it is neither shiny nor threadbare. A man never lost a position because he was unsuitably clothed, but many a girl has. I do not believe that the teacher of textiles has any greater work than to train girls how to dress. When I was in college we were told that

the reason school boards demanded personal applications of prospective teachers was for the purpose of seeing how the applicants were clothed, for our clothes spoke louder than our words. Any business man will tell you that the same thing is true of office positions. And yet girls hear everything else in school but the suitability and choice of clothing. We who are food teachers tell girls what they should eat to keep well, how to combine foods for a harmonious whole. But the teacher of textiles hesitates to tell girls what to wear to keep well, what colours and materials to combine for a harmonious whole, and what clothes are suitable for office, church, and drawing-room. Choice of clothing is as important as choice of food, for our health is in a large measure dependent upon it and we are judged largely by what we wear, and few judge us by what we eat. I hope the time will soon come when women can buy their street suits as men buy theirs—all more or less alike and the same from year to year. I never thought men were any less attractive for all being dressed alike. Women could still use their individuality in their homes if they wished.

Think what a boon it would be to the manufacturer, the merchant and tailor, and to the woman herself who brings out her last year's suit and finds it in style. But since the day of standardized clothes for women is still in the dim future, the immediate duty of the textile teacher of the present day is to train girls to dress inconspicuously, hygienically and appropriately. By inconspicuously I do not mean sombre or plain clothes, but clothes which do not draw attention to themselves. The true test of a costume is not to have people remark, "What a beautiful gown," but rather "What a beautiful woman." In other words the dress should bring out the wearer's charms, not put them in the background. If girls have that point instilled in their minds, they will consider the becomingness rather than the fashion. If one has becoming clothes she is willing to wear them even if they are out of date, and will regret when they are worn out. Such people usually buy good materials and rarely go to extremes, in their styles. I repeat the second duty of the textile teacher is to train girls to choose good clothes.

Having chosen durable and becoming clothing it is quite important that the girl should understand that correct methods of laundering, cleaning and pressing do much to increase the life of

a garment. Here the teacher of young girls has a chance to impress on them, that the dingy blouse, the soiled collar, the spotty dress, or the skirt which bags at the knees, do not give one the appearance of well being, whether or not the original materials were of the best. I think some lessons in laundering are very valuable to any girl, whether she ever intends to make use of her knowledge or not. The woman who knows how to wash and iron rarely begrudges her laundress a good wage. The domestic problem becomes of less importance when women know what they ask. Furthermore, laundry work is a practical application of the tests they have made on the materials. If the student knows that lye hardens and then dissolves wool and silk, she readily sees why mild neutral soaps are recommended for them. Having found also that these two are protein substances she sees what effect hot water in washing or extreme heat in ironing would have. They should wash woollens to see how difficult a task it is for good results, and also do some dry cleaning, to appreciate the necessity of keeping wool clean. Cotton and linen being less susceptible to lye and heat can stand different treatment and consequently can be more easily and thoroughly laundered, and with less bad effect on the material. Removal of stains, bleaching, and dyeing are all of interest to the girl, especially dyeing, I think. Linen and silk can be kept fresh so much longer with dyeing that it is well worth while to show the girl what the possibilities are. In connection with dyeing, the girl also learns which are the fast colours and gains more information on how to buy.

In ironing, the students have a chance to study materials and to draw many conclusions. For example, there is no better way to emphasize the difference between cotton and linen than to have the girls launder a mercerized cotton and a linen table cloth. The former never will take on a gloss and becomes fuzzy and unattractive, while the latter is quite the opposite, as you know. Laundry work is really interesting. When a girl understands all the processes and the reasons for each, it is no longer drudgery. Work only is drudgery when one is not master of the situation.

If the textile work can be made interesting to the girl, it may be the means of her finding herself vocationally. For instance, she may decide that she would like to take a course in textiles at a technical high school or in a college, that would enable her to be

buyer of goods for clothing merchants. In any case she would be a better saleswoman of clothing and uncut materials. Or she may, like the two notorious Smith College graduates, decide that she will run a laundry, where clothes are not ruined and where expert work is done. If she has the standard of success in life, that some people think my countrymen have, dollars and cents, this is the vocation for her to choose.

At any rate there is a period in many a child's life when school becomes irksome and monotonous. Her work then should be made decidedly practical, and of a nature that she can connect it up with the outside world. Many a child, in the States at least, leaves school in the sixth, seventh or eighth grade, not because she must go to work to support herself or her family, but because school fails to give her what she wants.

If the textile teacher can be the means of keeping children in school a little longer, and teaching them to know good materials, choose good materials, and keep those materials clean, she will not have taught in vain.

MANUAL ARTS SECTION

MANUAL ARTS, FORWARD!

BY THOS. BENGOUGH, TORONTO.

"The education of the senses neglected, all after-education partakes of a drowsiness, a haziness, an insufficiency which it is impossible to cure. Educated well, they give to all knowledge and virtue a positiveness, a firmness, a vivid freshness, such as makes the difference between waking and a dream."

—Wyse.

During the past year there have been several important developments which have marked a new stage in the work of Manual Arts teachers and advocates. Among these may be mentioned the close of the war last November; the passing of the radical Fisher Bill in England; the adoption by the Ontario Legislature of the new Adolescent Act, extension of school age and part-time education up to eighteen; the development of the demand for technical education to such an extent that legislation is expected in that direction during the present session of the Dominion Parliament; the appointment of a Royal Commission of the Dominion Government for the investigation of relations between employers and employees; and the general sentiment which is rapidly spreading throughout Canada in favour of radical reconstruction of our educational systems to make them conform more closely to the demands of the new time.

All these developments make new demands on teachers and advocates of Manual Arts in our schools, and it is not only the privilege, but the bounden duty of every man and woman who knows and feels the importance of hand training to push to the very utmost the demand for a larger and more vital place in all our schools for this essential element in education.

MANUAL ARTS AS THE FOUNDATION STONE.

The days of rote and rigmarole have passed. The old education which consisted chiefly of words and symbols and forms and

abstract conceptions has proven a rotten foundation on which to build efficiency in industries and adequate citizenship. The present curriculum has lost its charms—if it ever had any—for red-blooded boys and girls who want to get into the game of actual life and achieve results as their big brothers did so magnificently in the late war. Business nowadays is adopting new methods with lightning rapidity. School authorities from top to bottom must get the new vision and make the new orientation—which means in nearly every case an absolute right-about-face.

Our schools must be built on a concrete foundation—not merely the buildings, but the courses of study, the teaching methods, the equipment, text-books, and teacher-training.

Let us begin with the kindergarten.

School training must begin with the kindergarten; for, as well stated by an expert, "Froebel's gifts and occupations contain the foundation of all human occupations; they are a true means of building for the children, and as such they are the guide for the right and just treatment of all other means of occupations; for together they do justice alike to all the bodily and all the mental powers of the child." Call the kindergarten what you please, we must have the idea of the child's garden, or the child's play school, as the foundation for any system that is to be effective in developing the human faculties. And the kindergarten must not become formal and stale; it must be kept as fresh and expressive as the bounding life of the children themselves. I have no prejudice against the Montessori system; in many points I think it is admirable, and as I have seen it operated in Rome under the direction of Dr. Montessori herself, it certainly produces in two directions magnificent results—in training for domestic life and in giving the elements of art, colour, design, aesthetics and ethics (or conduct). Possibly some Canadian genius will make a combination of the German and Italian systems by adding something of the Swiss Pestalozzi and even of some noted English infant teachers; and the new Canadian composite may push its way where now the kindergarten fails to find a footing and Montessori is taboo. But whether we adopt the complete kindergarten or complete Montessori, or combinations of these two, or these with others, we must push into every school in Ontario the primary work that is free, vital, expressive, and that will develop ability and ambition in each and every pupil—the so-called backward

and even the sub-normal, as well as the bright pupil. Each child, with such an impetus at the beginning of its educational career, will anticipate with joy, and not dread, its further school life, because it will possess the golden key to all knowledge and will be possessed by a consuming desire to excel. With such a start—assuming that the spirit and concrete methods of kindergarten are carried all through the school course—the boys and girls will anticipate with joy every step in their progress, will be loath to leave school until they have thoroughly equipped themselves for life as workers and citizens, and Shakespeare's line will be put absolutely out of date—"The schoolboy creeping like a snail unwillingly to school."

RADICAL CHANGES IN IDEALS AND METHODS.

There must be a better balance adjusted between concrete and abstract subjects and methods all through the school courses. These should be divided equally. The ideal scheme would be that the school day be divided into two parts, the forenoon being devoted to hand work of various kinds and the afternoon to head work. Each pupil in the public school instead of getting a miserable allotment of two hours per week in Manual Training or Domestic Science would get half of the total time in these and other practical subjects. The result would be that the whole school course would be vitalized by this new element of useful activity in various directions. There would be a throb and a thrill to the school work then. There is no reason why the so-called cultural or literary subjects should not receive full treatment under this plan; indeed, the effect of the physical culture obtained through hand work would be to brighten the pupil's mind so that school lessons would be play, instead of a bore as they now are to nearly every pupil. Home work could then be absolutely abolished, and the time now spent in dreaming and loitering over dull studies in school and duller exercises at home would be spent in getting all the vitality and all the culture out of the cultural subjects and using the evening time for a broad general course of reading which would put the pupil in command of the finest literature of the ancient and modern worlds. It would be a comparatively easy task to map out a course of reading for evenings—even for only two or three evenings per week—that would, in the regular order of school life (running from

seven to fourteen or sixteen) cover all the epoch-making productions of Greece and Rome and all modern Europe including Great Britain. Surely such an accomplishment alone would make not only intelligent but highly educated citizens, even of the ninety per cent. of boys and girls who under our present system never go higher than the public school.

I am afraid that even Manual Training teachers have not grasped the importance of their work. (I wonder how many of them are here to-day, attending the section of this Convention where they rightfully belong? Or are they listening to some dozy paper defending the claims of formal grammar and trying to spare the withered branches of the rotten tree of formal grammar from the axe of the modern woodman?) Manual Training teachers must wake up; they must organize; they must inform the public as to the enormous importance of training children to hand work at this stage of the world's progress. Yet during the past year, and even for five or ten years past, I have never heard of any popular addresses being given by any of our Canadian Manual Training teachers. What is the matter? They have in their own hands the means of vitalizing and changing the whole school system and bringing it up-to-date. Why do we not hear popular expositions of the value of hand training and defenses of it where necessary to prove that hand training is really cultural?

GREAT VALUE OF HAND TRAINING.

Let me quote some expressions by Dr. MacAlister, President of Drexel Institute, Philadelphia:

"Let me say here, by way of anticipating any attack which may be made upon this position, that I do not mean that a less amount of education should be given in these schools than is provided under the present system. All that is required is that it shall be different in kind, and that the practical purpose to which the school is to be put shall be kept steadily in mind. I cannot stop now to notice the objection often made to the use of the term education in connection with any kind of training other than that of the mind. I must protest, however, against the assumption that the craftsman is a mere machine, and that there is no intellectual advantage to be had from manual training. Was there no mind in that wealth of beauty which the workmen lavished upon

the commonest articles of daily use in the Italy of the sixteenth century? Was there no culture in that happy period for the worker when Labour was still the companion of Art? I must confess to an inability to understand the opposition which so many people keep up to any attempt to extend the limits of the school beyond what in stereotyped phrase are called the 'common school branches.' Take drawing, for instance—a study only secondary in importance to the traditional 'three R's': it has been a hard fight to win even the partial recognition accorded to it in a few cities of the United States.

"It is an egregious mistake to suppose that those who favour manual training wish it to take the place of mental training, or are seeking to deprive any class of pupils of the portion of intellectual culture they now receive. But I would like to know why the hand should not be trained as well as the head. The perfectly educated man is he whose facile hand follows obediently the clear and ready promptings of a well-developed brain. The hand is the most marvellous instrument in the world; it is the necessary complement of the mind in dealing with matter in all its varied forms. It is the hand that 'rounded Peter's dome'; it is the hand that carved those statues in marble and bronze, that painted those pictures in palace and church which we travel into distant lands to admire; it is the hand that builds the ships which sail the sea, laden with the commerce of the world; it is the hand that constructs the machinery which moves the busy industries of this age of steam; it is the hand that enables the mind to realize in a thousand ways its highest imaginings, its profoundest reasonings, and its most practical inventions. Why, then, this disparagement of the hand in the schools? Why should not an organ which forms so vital a part of a man's being receive a due share of attention in preparing him for the duties and responsibilities of citizenship? There can be no question about the harm that is done to society by this neglect. The trouble with so many departments of industry at the present moment is, that there are too few skilled artisans to put into form the ideas of the designers,—that labour and thought are too far apart from each other. One reason why there is so much unrest among the working classes is, that our public education does not give them all the help they need to enable them to pursue their work successfully and happily."

Notice how the closing paragraph of the above quotation touches one of the vital points of the work laid out for the Royal Commission on Industrial Relations, of which the writer is Secretary—that Commission being empowered to visit all the industrial centres in Canada in order to “Obtain as fully as possible the views of employers and workmen as to the best means of establishing satisfactory relationships in industry throughout Canada.”

Let the Manual Training teachers broaden out and get a stronger and firmer grasp on the tremendous importance of their work. To each of them I would commend Bacon’s fine statement of a man’s duty to his profession:—

“I hold every man a debtor to his profession; from the which as men of course do seek to receive countenance and profit, so ought they of duty to endeavour themselves by way of amends to be an help and ornament thereunto.”

MANUAL ARTS HELP EVERYTHING ELSE.

If Manual Arts were dealt with as above outlined, they would vitalize every other subject. Assuming that half the school time be given to Manual Arts involving various materials and manipulations—modelling in clay, bending Venetian iron, weaving textiles, netting hammocks, sewing, cooking, beating copper, sawing, planing and shaping wood, etc.—they would keep the brains and hands of the youngsters busy and their hearts happy. Then geography and history would have a thrill by showing where and how these materials became available and the designs and beauty-forms developed. Then arithmetic would mean something real because essential to the making of boxes and dealing with all materials. Composition would then become the art of all the other Arts, gathering in a bouquet, as it were, all the flowers of beauty and thought that developed through the various minor Arts.

It would then be possible and pleasant to inject into our public school system a few elementary notions of Science which would be immensely helpful to every boy and girl both in domestic and industrial life. Surely it would be easy for the Manual Arts department to construct three simple pieces of apparatus to illustrate the primary powers or mechanical movements—about a dozen in number—which form the basis of all mechanical opera-

tions in the universe from the making of a watch to the digging and construction of the Panama Canal. The lever, the inclined plane and the wheel and axle (or pulley) illustrate the entire list of the primary powers. As a matter of fact I do not know of any public school in Canada to-day that has these three simple but all-important pieces of equipment that would at the same time interest, amuse and instruct the boys and girls if left in the corridors to be manipulated and tested during odd times.

In addition to the above simple equipment, I would strongly recommend that simple talks (with illustrations) be given by the Manual Arts teachers on the use of the hand tools which are common to workmen in all trades,—such as the hammer, saw, plane, etc. These hand tools number about a dozen. The story of their development leads on down the centuries, and is full of historical incidents and human documents.

I look to the Manual Arts teachers to lead us out of the wilderness of words in which we are wandering, and the slough of symbolism in which we wallow. Gentlemen, you have the power in your own hands to develop our school system on new lines that will mean abounding vitality, the joy of achievement, short-circuiting of tedious processes, the relief of teachers of all other subjects from the tiresome grind that takes the heart out of them, and the vitalizing of the whole industrial process so that boys and girls will rapidly develop, teachers will get new life, and parents will gladly pay taxes, no matter how much money is spent on education, for they will consider such taxes as merely an investment in a gold mine which promises the richest possible returns, namely, the mine of potential wealth that is stored up in the children and the community.

POSSIBILITIES AND VALUE OF CEMENT IN SCHOOL WORK.

MISS EDITH A. GRIFFIN, WINNIPEG.

The fact that cement has been used since before the dawn of history shows that very early in the development of the human race there was felt a need for some plastic material which would harden when exposed to the air. The introduction of Portland cement, about a hundred years ago, has made possible new types of construction and led to such extensive use of this material that this has been called the Cement Age.

The peculiar qualities of cement, which make it so desirable for building purposes, give it value as a medium for work in schools. Children have constructive instincts and love to build castles in something more substantial than the air.

It will give an added joy to child life to have their castles turn to stone. The properties of cement that cause it to harden without firing make it possible to use it with little and inexpensive equipment. The cement itself and the materials used with it are so cheap we can experiment with little cost. In addition to the value of cement in a homely, practical way, there are doubtless great cultural possibilities in its use.

The making of tiles to be used in decorating some spot in the home can be made very valuable as an exercise in design, colour and technical skill. Tiles to be used in pavements or garden furniture would be as interesting as for interior.

The increased attention paid to gardens in recent years has shown that the beauty of flowers can be enhanced by carefully selected pieces of garden furniture, the design of which should be appropriate to the character of surroundings.

A cement piece of good form and well placed is more suitable than elaborate imported marble and gives an opportunity to develop individual style.

Garden seat, bird bath, sun dial, tree box and garden vase—each has its own particular value. With colour introduced into these garden furnishings we might retain in winter some of the glory of the departed flowers.

The arrangement of such pieces might lead to the improvement of slovenly yards or even to effects in landscape gardening.

Familiarity with materials is a first essential. Portland cement may be used alone (called neat cement). If mixed with water and allowed to stand it will form a close, hard, gray product. By mixing the cement with some of the colouring materials now on the market almost any colour can be attained. The grey cement will lower the tone of colours.

Cement *must* be kept dry before using (not exposed to air or moisture).

In making tiles or on the surface of objects where it is desirable to have smooth texture, neat cement can be used to advantage, but it is rarely used in large quantities.

White cement can be procured from some dealers, but is not manufactured in Canada, I believe.

Cement is usually mixed with some aggregate, such as clean, sharp-pointed sand, marble dust, etc. Large pieces such as garden seats, etc., can be backed up with mixture of cement, sand and crushed stone.

All mixtures should be used as soon as possible after moistening.

In these notes when cement is used without aggregate it will be spoken of as neat cement.

The proportion of sand and cement to be used varies according to strength desired or kind of surface to be got. From equal quantities of cement and sand to as weak as one cement to five sand are practical.

It may simplify our study to classify objects as follows:—

- | | |
|---|--|
| I. Flat (solid), with one finished face | { Tiles, stepping stones, etc. |
| II. Rectangular or cylindrical (solid), with three or four finished faces ... | { Pedestals for sun dials, bird baths and tables; garden seats, etc. |
| III. Hollow | { Rectangular—Tree boxes, window boxes, etc.
Cylindrical—Flower pots, bird baths, jardinières, etc. |

IV. Objects of irregular form Figures of all kinds for whatever purpose.

Cement differs from clay in that it does not hold its form to any great extent until the hardening process begins. It can be moulded into form by hand, but only in a limited way, so we must have some aid to keep the desired form until hardening begins. The different methods by which this can be done may be classified thus:—

1. Moulds $\left\{ \begin{array}{l} \text{Wooden.} \\ \text{Plaster.} \\ \text{Metal.} \\ \text{Glue.} \\ \text{Sand.} \end{array} \right.$
2. Templet.
3. Built up on form.

There are two quite different methods of casting cement:—

(a) Make a wet mixture and pour into moulds, allowing to harden before removing moulds.

(b) Moisten cement just enough to take impress by hand. Press or tamp into mould. In some cases the mould may be removed at once—or it may be left on until cement hardens.

All surfaces that come in contact with cement should be well oiled if cement is to harden in mould.

If mould is to be removed at once do *not* oil it.

(Mixture for oiling—One half pound melted paraffine to one quart kerosene.)

To avoid air bubbles in wet mixture shake or paddle until bubbles come to top.

All cement product must be kept wet at least five days to cure properly.

White film appearing on surface of finished product may be removed with wash of muriatic acid and water (about 1 to 20). After standing a few minutes scrub off with clear water.

I. Simple problem for grades is the making of tiles. Among the many methods are the following:—

Roll clay thin, trace design on it. Cut out parts to be lowered, taking care to bevel edges slightly. If clay is rolled

thin and evenly these parts can be cut out, leaving exposed the surface on which clay rests. (Glass, marble or slate make good surface for this purpose.)

Make frame the size of tile with four pieces of wood screwed together at corners—even pasteboard bent at corners will do. Frame to extend above clay as much as desired thickness of tile.

Pour plaster, mixed to creamy consistency into this frame. When set, pull out clay. This will form a plaster mould on which cement tiles can be cast, using enclosing form again to hold cement. The plaster mould should be shellacked and well oiled before using. Two colours can be obtained by pouring mixture of one colour into lower part of mould, allowing to set a few minutes, then filling mould with second colour. If a tile without relief be desired the same mould can be used as follows: Cast tile with one colour; after setting for twenty-four hours remove from mould and pour second colour in lower spaces. If this colour should run over on to spaces of first colour the whole surface can be ground down with stick of carborundum after tile is thoroughly hardened. This will give good surface with colour accurately spaced.

Tiles with lines in relief can be made by incising lines on plaster tiles and using for mould as above. Always avoid undercuts. Neat cement may be used or a mixture, according to effect desired.

Moulds can be made in the same way for flat animals which may be made into toys. The drawing should be large and simple and the cast made about an inch thick.

II. Objects coming under heading No. II. can be made almost as easily as tiles. Wooden moulds are quite satisfactory for this class of work. Those who have had manual training in upper grades can easily construct a wooden mould to give the desired form. It should be made to come apart easily. The surface of objects that harden in wooden moulds need some kind of treatment to take away pasty look. Rubbing with carborundum gives interesting texture. Piece of oil cloth makes good surface on which to cast top of garden seat. Large pieces should be reinforced with steel rods.

III. Hollow objects are somewhat more difficult to construct, but can be made without the use of core, which requires careful adjustment.

Rectangular tree box or flower pot can be made by placing four cement tiles of suitable proportion inside rough wooden frame to hold them in place. Face of tile touching frame. First pour cement in bottom to form base of flower pot. Fill with cement the space left in outside corners where tiles join. Put thin wash of cement over inside. When set, remove wooden frame and trim corners while still pliable. For hollow cylindrical objects plaster moulds work well. Make model in clay, or select something as model. Make three piece mould (four with base) by dividing surface of model into three parts with walls of clay which extend out to enclosing frame, which may be piece of tin bent into cylinder and securely tied. This frame must be somewhat higher than the model, which should be placed upside down. After plaster, poured into first section, is set, remove clay from sides, bore conical holes at top and bottom of parts of this section of mould that came next to clay wall. In same manner pour second section. The plaster of second section will fill these holes and form keys to lock the mould.

When plaster is to be poured upon plaster already set, oil the latter well. A good mixture is soft jelly of soap mixed with about half the quantity of olive oil.

Smooth off top of mould, bore hole in each section and pour plaster to make base of mould. When dry shellac the mould. In casting cement with this mould moisten cement just enough to take impress of hand, press into mould, beginning at bottom and building up walls of the desired thickness. Press *firmly* against side of mould to avoid porous places. A tool for scraping inside even can be made from piece of tin. After setting twenty-four hours remove mould. The seams will show little if mould be well made. If they do show the surface can be rubbed, or color can be run over surface to produce pleasing effect.

Templet work is one of the oldest methods used for making cylindrical objects in which contour of the surface does not permit one piece mould to draw. It is necessary first to tamp a moist mixture into a mass bearing the general proportions of the object to be made. This can be done by means of a sheet metal mould which will draw easily. If the object is to be hollow it must be made upside down and a core placed centrally before the tamping is done. To a rod running vertically through centre of this mass, and attached firmly to some horizontal surface, the

templet is fastened in such a way that it can revolve freely and, gradually pushed closed to the centre, cut this mass of cement to the desired form. The templet can be made of sheet iron. This will be firmer if fastened to piece of wood, which should not come quite to edge of metal.

IV. An object which has undercut parts, or has ornament with undercut which render it impossible to make it by any of the methods described, can be cast in glue mould which, being elastic, can be pulled off when cast is hard.

If the object to be cast has one flat side and the undercut is not too great a one-piece glue mould can be used.

Glue Mould—If the model be of clay, shellac it before using.

Cover model with layer of moist newspaper and place over this a thin layer of clay. Around this arrange a suitable enclosing wall of wood, pasteboard or anything that will hold the plaster. Before pouring plaster arrange two cylindrical pieces of clay extending upward from the clay covering. These must extend through the plaster, making two openings. Through the larger opening the glue is to be poured, the smaller one is for air vent. When plaster is set remove it, take off the layer of clay and paper from model. Replace the model and plaster shell in the same relative position they had before. Pour lukewarm glue into space between plaster and model. When glue is set wash with strong solution of alum and it is ready for use. Keep it in plaster shell when pouring cement into mould, and remove it when taking cast from mould.

Many waste things about a home can be utilized in making individual cement pieces. A good tree pot can be made by covering an old peach basket with cement. One can also be made with piece of wire netting rolled into cylinder or made into rectangular frame. Cement can be built up on these and shaped by hand.

Shallow tin utensils can sometimes be found which make good moulds for bird baths, etc. Cement can be pressed into mould firmly with hands and the inside smoothed with tool made of tin, having one side curved to follow somewhat curve of the object. Be sure the tin mould will draw from the cast when set.

Cement can be carved by hand after setting from twelve to twenty-four hours.

With ingenuity and a small sum invested in cement, sand, colours and a few simple tools, there are possibilities of producing objects with real art merit.

Following is a suggestion for outfit for working with cement in a very simple way. Experience will enable each one to select the tools most useful for special work.

Basins for mixing cement.

Sieve for sifting cement and also for sand.

Palette knife for mixing colours with cement.

Putty knives for scraping cement.

Modelling tools.

Bristle brushes for oiling.

Piece of glass, marble or other smooth surface.

Large flat pan for holding tiles while curing.

Materials.

Portland cement.

White cement.

Clean sand and marble dust.

Casting plaster.

{ To be got from dealers in
building materials.

Cement colours must be mineral. A few can be found among the dry colours in paints. Try them out by mixing small quantity with cement and allow to stand two or three days. Colours manufactured purposely for cement can be got in the United States. Toch Bros., New York City, carry a good line of colours.

HYGIENE SECTION

PRESIDENT'S ADDRESS.

WALLACE SECCOMBE, D.D.S., TORONTO.

The recent action of the Department of Education of the Province of Ontario, regarding medical and dental inspection of schools, will have the effect of making this section one of the most important sections of the Ontario Educational Association.

For many years health work in the schools of this Province has been carried on in a rather sporadic fashion, and with varying degrees of success. These conditions have prevailed, primarily, because of the lack of initiative and direction by any one single Department of the Government.

Health authorities and the citizens generally, however, may now congratulate themselves upon the fact that the Hon. Dr. Cody, Minister of Education, has announced the decision of the Department of Education to initiate and correlate health work in the schools of the Province.

The Department is securing the services of provincial officers (including nurses, dental and medical officers), for the purpose of carrying on school health work of a provincial character, particularly that of education, survey and demonstration. Within the next two weeks, complete sets of printed forms will be issued by the Government, and supplied to School Boards, along with a cabinet for filing purposes. Such a unified system will make it possible to secure the co-operation of the several agencies and associations now at work, resulting in the greatest possible efficiency in this department of school work.

The demonstrations and survey to be undertaken by the Department will doubtless have the effect of inducing local Boards of Trustees to appoint school Health Officers, either by themselves, or in conjunction with other Boards, or through financial assistance received from other bodies.

The Women's Institutes, the Daughters of the Empire, and other organizations, are to be congratulated upon the excellent

work they have already accomplished. It must be recalled, however, that while the Department of Education is correlating and directing, there will remain the necessity for local organizations continuing their assistance, particularly in stirring up public opinion locally, and making arrangements for public meetings and clinics.

Education is of necessity based upon a sound and healthy body. Responsibility for the health of the child primarily devolves upon parents, and subsequently upon the educational authorities. This responsibility extends even to the point of seeing that the child's body is properly nourished. Health work is becoming more and more a matter of education.

Permit me, in closing, to urge upon the professions of Nursing, Dentistry, and Medicine, the need for loyal support of the Government's efforts, and the necessity for the members of these professions generously assisting this great public movement in every way possible.

*DENTAL SERVICE IN RELATION TO THE HEALTH
AND PROGRESS OF THE CHILD.*

DR. FRED. J. CONBOY, SUPERVISOR OF DENTAL INSPECTION FOR
ONTARIO.

The true function of the school is to make healthy, happy and successful citizens. Those children are best educated and trained who are best prepared to take up the active duties of life when school days are over, to successfully fill their places in society, and to live the life of service. To accomplish this most worthy purpose certain definite training is essential and in this training the school must develop all the powers and capabilities of the child. The science of psychology has revealed the fact that there are four kinds of man power, viz., physical, intellectual, emotive and volitional, and it is manifestly the work of the school to develop all these powers to the fullest possible extent. Normal children come into the world with healthy bodies and it is the duty of the state to see that the child's health is protected and his physical powers developed. Most boys and girls are mentally normal and if properly trained will develop into men and women of ability. Potentialities for good exist in every child and these latent constructive sensibilities or moral feelings when developed lead to reliability and exemplary character. But all these powers are static and before they can be of any use or benefit must be put in action by the volitional or will power, how essential it is then that the volitional power should be developed, so that our boys and girls may be able to convert their physical, mental and moral power into useful and helpful action.

God has given every normal child these four powers and it is the duty of the educationalist to so train the child that these powers will be increased to the greatest possible extent. There are two factors which enter into the question of growth whether it be physical, mental, emotive or volitional and they are nourishment and use. Would it not therefore be a reasonable and sane proposition to arrange a curriculum in which ample provision is made for the nourishment and use of all the God-given powers which the child possesses. It must be patent to all that

the courses of study in use up to the present time have not been so arranged and they have failed in that they have emphasized the importance of intellectual advancement at the expense of the physical, emotive and volitional and it is high time that the latter faculties received the attention which their importance merits. In connection with such an ideal curriculum Medical and Dental Inspection would have an important place because we would then see the relationship existing between physical health and mental, moral and volitional progress and the relationship existing between regular medical and dental inspection and good health. I intend to confine my attention to the question of regular dental inspection and physical, mental, moral and volitional progress.

It has been conclusively proven that a healthy mouth means better health and regular dental inspection means a healthy mouth. Dr. Mayo states that 90 per cent. of all deaths are caused by infection; while Rosenow is responsible for the statement that 90 per cent. of all infection enters the system above the collar; statistics prove that 90 per cent. of all children are suffering from diseased conditions of the teeth and mouth. There are three factors which decide whether or not a person shall become the victim of a disease, they are the quantity and quality of the infection and the resistance which the system offers to the invading organism. I shall endeavor to prove that a healthy mouth means less infection and greater resistance. Physical health and development can only be expected when the body is properly nourished for the secret of all development lies in the two factors, nourishment and use. The three forms of nourishment necessary to sustain life are food, water, and air: all of the food, all of the water, and part of the air. enter the system through the mouth: how important then that the mouth should be kept in a clean and healthy condition. The state enacts pure food laws, but the effect of the most stringent of these laws is lost if the food is passed through a filthy mouth. In many mouths we not only find decay and decomposed food, but also great quantities of pus which drain into the mouth through abscess sinuses and from pyorrhea pockets; this pus mingles with the fluids of the mouth and when swallowed reaches the stomach and intestines. The persistent infection through this channel gives rise to most serious diseases of the mucosa of the

alimentary canal. It is not only necessary to have pure food but this food must also be properly prepared for digestion and assimilation, if a number of teeth have been lost or if the teeth are diseased and sore sufficient mastication is impossible and the child develops the habit of bolting his food with the disastrous results which follow, namely, poor digestion, insufficient nutrition and lessened resistance to disease.

Then, again, the unclean mouth is a veritable breeding place for disease germs and not only a menace to the individual himself, but he may act as a germ carrier and cause others to contract disease. In support of this statement, I submit the following report from the Sacred Heart Orphanage, Toronto: "The children of this Orphanage have been receiving dental treatment for about two years. Up to the time the regular dental inspection and treatment was carried out there were regular epidemics of contagious diseases, scarlet fever, diphtheria, measles, etc., but principally diphtheria. Since the mouths of the children have been cared for there has not been an epidemic of any kind and not a single case of diphtheria or scarlet fever. The institution has been operating for twenty-five years and never before in its history has it passed through a year without diphtheria, and at times has had diphtheria in the Orphanage continuously for twelve months." Consider the evidence. Twenty-five years with diphtheria epidemics and then dental inspection and treatment, and then not a single case in two years; this is not a coincidence; it is a proof that the germs that cause these contagious diseases are carried around in the neglected mouth.

Preventive dentistry and preventive medicine are very closely allied. The progress of preventive medicine in the past few years has been rapid. Discoveries have come in quick succession whereby radical changes have been made in our knowledge of the subject and iron-clad ideas have given place to newer conceptions. One of the chief results of these investigations has been the accentuation of the importance of infection. Many general diseases, which were formerly thought to be due to a variety of causes, have been traced back to infection as a primal causative factor. The recent work of Billings, Rosenow, Hartzell and many others has proven without doubt that there is a direct relation between certain localized infections and lesions of the heart, articulatory joints, gall-bladder, appendix, etc. Indeed there seem to be but

few diseased conditions which cannot be traced either directly or indirectly to infection.

Preventive medicine of to-day is seeking to determine the ways and means by which the bacteria or their products gain entrance to the body to produce their untoward effects, and to devise methods by which such invasion may be prevented. The present view of the situation is that the great majority of these infections are localized about the mouth, and either they or their poisons find access to the human economy very largely by three definite avenues.

First, by way of the tonsilar crypts.

Second, by way of abscesses which exist in the alveolar process at the apex of the root of a tooth.

Third, by way of spaces and pockets about the teeth produced by periodental inflammation.

Among these important portals of entry by which infection may reach the circulation, two are to be found in the mouth. Because, then, of the proven significance of such mouth conditions and their sinister effect upon the whole economy, preventive medicine, which is to be effective, must include preventive dentistry. In the practice, then, of preventive medicine and dentistry, we must seek to close these two avenues of infection which lie within the mouth, and to devise methods by which these locations shall be made permanently impervious to the invasion of organisms.

In the first of these two mouth conditions, we find that dental abscesses are very largely the result of infection introduced into the tissues through the death of pulps of teeth, or by filling procedures which are intended to replace that organ. To prevent such occurrences we have sought in every way to perfect our technic of root-canal filling to the end that root-canal infection of apical tissue cannot occur. But, at its best, the filling of root-canals has proven to be a difficult and hazardous operation. There is, in fact, but one safe and compatible root-canal filling, and that is a live and healthy pulp. Could we but keep the pulps of all teeth alive and in health, this avenue of infection, in most cases, would be forever sealed.

But the maintenance of a live pulp in a tooth, necessitates that it be protected from the untoward influences which irritate it and induce its inflammation and death. Of the sources of

these harmful irritations, by far the largest is caries of the teeth. Could we but prevent dental caries, the great majority of tooth pulps would remain in health and vital activity throughout the life of the individual. In the prevention of entrance of infection to the body through the avenue of periapical abscess, we should seek by all means to prevent the primal cause of these conditions, the greatest of which is dental caries.

In the second avenue of infection we find bacteria and their toxins gaining entrance to the blood stream through the diseased tissues about the necks of the teeth. Normally, and in health, the mucous membrane of the mouth is resistant to infection and bacteria do not find an easy entrance to the deeper tissues beneath. The most vulnerable area of this membrane is to be found in those portions which exist as holes through which the teeth have protruded. Normally, these tissues have a firm attachment to the peridental membrane and hug tightly about the teeth, but in disease this attachment and *adaptation* is destroyed, disease producing bacteria grow freely and find a ready access to the peridental lymph and blood spaces, whereby they may become a menace to the whole body. In the prevention of entrance of infection to the body through these tissues we should seek by all means to keep the mucous membrane at the gingiva of the teeth in good health and normal protective power.

Thus we see that could we but thoroughly and effectively prevent these two dental diseases we would render a valuable assistance to the practice of preventive medicine in that we would thereby close two important avenues by which localized bacteria may produce serious harm to the bodily economy.

That toxins entering the circulation from foci of infection in the mouth do cause lesions in other parts of the body has now been conclusively proven.

Dr. William Hunter of the London Fever Hospital was the first to arouse the medical profession to a realization of the danger of oral sepsis and his contentions have been supported by the ablest men in medicine and dentistry. Prof. Osler has placed himself on record in relation to serious effects of dental and oral disease by saying, "If I were called upon to state which in my opinion caused the most evil, alcohol or diseased teeth, I should unhesitatingly say diseased teeth." Dr. Chas. Mayo, in a recent address, made this significant statement, "Infections which pro-

duce the greatest number of diseases enter the system by way of the alimentary and respiratory tracts."

"The most common location of the focus in various infections is probably in the head."—Rosenow.

"The incidence of mouth infection in skin affections is found to be unusually large and the removal of the focus is followed by prompt improvement in the symptoms."—Hugh McKay, M.D., Department of Dermatology, Winnipeg Hospital.

"Chronic infections especially those in the alveolar process are relatively frequent causes of chronic head-ache."—Wm. W. Duke, M.D., Ph.D., Kansas City.

"Chorea (St. Vitus Dance) may be caused by foci of infection in the mouth."—Joseph S. Graham, Hospital for Sick Children, Toronto.

"There are two ways in which dental infections prove a menace to health and life. First, simply by the poisons set free by dead bacteria as they disintegrate in dental abscesses and pyorrhoeal pockets. Many patients with no apparent local lesions show this effect by their general run down condition and anaemia. Secondly, by the organisms gaining their way through these dental infections into the blood stream and producing the characteristic lesions of endocarditis, arthritis, appendicitis, gastric and duodenal ulcers, etc."—H. K. Detweiler, M.B., Toronto General Hospital.

Now, how may we hope to prevent these dental diseases? By regular dental inspection and the subsequent treatment. The instruction given by the inspector and followed up intelligently by the nurse and teacher will cause the children and their parents to realize the importance of oral hygiene, with the result that the teeth and mouth will be carefully and regularly cleaned, caries and pyorrhea will thus be largely prevented. The parents will be notified of dental defects while the cavities are yet small, and acting upon the advice of the inspector will have the necessary attention provided before the pulp becomes involved, thus rendering unnecessary devitalization with its sometimes unsatisfactory or even disastrous results.

It is quite evident that oral sepsis is not the only source of focal infection nor are we sure that every pyorrhea pocket or chronic abscess contains an infection that is sure to cause immediate harm. Many a man with chronic foci in his body goes

along for years in a state of apparent good health, the defences of the body are good, and he fights and controls it from day to day. But let something happen in that man's physical economy so that his combative influences are lessened, then the infection gets in its work and he falls a prey to it. God has given our boys and girls bodily health and physical power, and it is the duty of the school to protect and develop it. Oral sepsis is a distinct menace to health; oral sepsis can be prevented by regular inspection and proper treatment. Surely then it is the duty of the state to establish such a system. The state compels a child to attend school; it should also protect the child's health while at school.

The second great power with which every normal child is endowed and which the school should develop is the intellectual or mental. From the very earliest days educationalists have regarded the training of the mind as their particular work and have in a large measure successfully performed their task, but the teachers have been handicapped in their endeavours by the failure of the educational authorities to place proper emphasis upon the physical health of the child. Thought is dependent upon the body. When sick or intoxicated, what kind of thoughts would a child have? When sick or poisoned by toxins for any length of time, what progress can be made? The child through his intellect does three things—he thinks, remembers and imagines, and if he is trained to do these well, he will develop into a man of ability. Thinking begins with the formation of ideas and ideas result from the sensations carried to the brain through the senses. How important then that the mind be trained to the best use of these senses and that the sense organs be sound and healthy. Through five main windows—sight, hearing, smell, touch and taste—the child looks out upon the surrounding universe. Through these windows he receives sensations to be worked up into mental contents. What a great catastrophe it is if the eye, the ear, the nerves which carry the sensations, or the brain which receives them, be diseased or weakened, for in any such case the sensation carried to the brain must be false or imperfect. If any part of the body is diseased or becomes disorganized every other part is to some degree adversely affected, so when a child suffers from a diseased mouth, the gray matter of the brain, the afferent and efferent nerves and the cells connecting them must perform their functions, less efficiently. This is true also in

regard to the various sense organs. The relation between diseases of the eye to those of the teeth has been clearly established. Diseases of the teeth may affect the eye in three ways:—

1. By direct continuity.
2. Reflexly through the fifth nerve and gasserian ganglion.
3. By absorption of toxins through the blood stream.

Kurt H. Thoma, in his work on oral abscesses, establishes the fact that abscessed teeth may be the foci for purulent inflammation of the ear. A child thus suffering from eye or ear trouble cannot sense accurately, therefore cannot make satisfactory educational progress. Then, again, concentration is essential, but how can a pupil centre his attention upon the subject taught if his body is racked with pain or weakened by toxins or lack of nutrition. Every bodily irritation has its effect sooner or later; all will agree that the child suffering from acute tooth-ache cannot give attention to studies, but how many seriously examine into the causes of inattention when there is no outward or visible sign of irritation? No pain remains acute for a long period; it becomes sub-acute or chronic and is not brought into the consciousness of the sufferer, but is none the less a deterrent to physical and mental development.

Recent investigation has proven that inability to use the jaws properly in mastication results in subnormal brain development, and that pressure upon a nerve caused by an impacted tooth has led to mental abnormality. Dr. Upson, of Cleveland, and Dr. Cotton, of the New Jersey Hospital for the Insane, have made many marvellous cures of insanity, by removing impacted teeth. This proves how closely the physical and mental are related.

Dr. Luther H. Gulick, of New York, is responsible for the statement that of 400,000 children examined, those with two or more bad teeth, averaged five months behind the grade they should occupy, and observations in connection with the Toronto schools bear out this contention.

The Russell Sage foundation concludes after extensive investigations, that a child is retarded in mental development from six months to one and one-half years by a single physical defect.

In Marion School, Cleveland, the average efficiency of the scholars in a test squad, was increased sixty per cent. by proper dental treatment. The old saying that if a pupil is to make the

best of his educational advantages, he must have a sound mind in a sound body, is just as true to-day as it ever was. It is a psychological impossibility to have a one hundred per cent. power to think, remember and imagine, unless the mind has a sound body through which to function. True, there are examples in history of great minds operating in weak bodies, but it is also true that these minds would have been still better, had they strong bodies through which to work. Finally, under this heading, we must consider the loss of educational opportunity through absence from school, both as a result of diseased teeth and secondary systemic lesions caused by dental disease and also class retardation caused by such absences, and by the extra energy and time which the teacher spends in her endeavor to improve the child who, because of some physical defect, is backward in his work.

Then, in the third place, regular dental inspection and treatment will improve the moral health of the children.

The physical, mental, and moral are intimately related. That which injures one to a certain extent weakens the others.

Endurance, ability, and reliability go hand in hand. A pupil physically weak is handicapped in his intellectual development, and a pupil mentally weak is handicapped in his character development.

The first requisite for character building is right thinking. The pupil who suffers pain continuously, and is handicapped by physical defects has thoughts that are morose, gloomy, and sullen, and these have a destructive influence upon his emotive power.

It is the child, who, through some physical or mental defect finds it impossible to hold his own in the classroom who becomes the truant. He soon begins to realize that he is a failure and feels that the school authorities are oppressing and persecuting him, that everybody's hand is against him; and the moral disease of unreliability soon manifests itself because the person weakened by disease is weak in will-power and yields more readily to temptation.

In Baltimore, at the Parental School for truant and refractory boys, out of forty examined, not one had received any dental attention other than extraction. Many of these boys, when they had their mouths placed in proper condition, became corrigible and law abiding.

The removal of a physical defect is often the first step in character building.

We have thus far, taken up the physical, intellectual and emotive attributes of the child, the need for their development and the handicap placed upon the pupil who is suffering from oral disease. It remains for us to study that factor which converts the static power of intellect, sensibilities and body into dynamic power or action. Without will power as expressed in action, our physical, mental and emotive power would be of very little use, they would become diseased and the deformity of arrested development would take place. There are three elements entering into volition, they are: First, decision or choice; second, action; third, repetition of action or habit.

It is not necessary to dwell at any length upon the baneful influences which weakness and disease have upon will power, we all know full well that when our physical powers are low, we cannot make up our minds to do a work which we know ought to be done, but seems difficult, or if we decide to do it, we have great difficulty in determining the best method or we seem lacking in the power to convert our decision into successful action. We know full well that we have sufficient strength to perform the task, but our temporary weakness has reduced our volitional power. Then again, in some children, pain and irritability will cause them to take the opposite course and to arrive at a hasty decision which, upon being executed, is extremely detrimental to their general welfare. Every physical defect has a derogatory effect upon volitional development, and this is especially true in regard to the diseased mouth, because of the frequency of this harmful influence.

And now the question arises, are our children getting the very best training possible for those trials of life which they, like the rest of us, must one day face. To every father and mother that question ranks high among the most important. True, we have made considerable progress. We are a considerable distance in advance of the Indian mother who lashed her papoose upon her back and there left it to live or die as chance might fall, or as the Great Spirit willed. But are we satisfied with a system which develops only about thirty per cent. of the physical power, and about ten per cent. of the intellectual power, or with a class room attendance so large that the teacher can give no time or

thought to the moral and volitional training of the child. The health of the citizens is a nation's greatest asset, and the large number of rejections for military enlistment prove conclusively that Ontario has been negligent in this regard. The proper time to conserve health and begin physical development is in childhood, it has been conclusively proven that the ravages of dental disease play havoc with the physical, intellectual, moral and volitional health of our children. Something must be done and that speedily. The only safety for our people lies in prevention, and the only hope for prevention lies in regular systematic, universal inspection and treatment. Regular dental inspection is an absolute and an immediate necessity.

THE REASON FOR THE PREVALENCE OF UNDER-DEVELOPMENT IN CHILDREN.

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TORONTO.

It seems to me that, perhaps, a better title to my remarks would be "The prevalence of impaired vitality in children, and some of the reasons therefor."

It has been such a common observation with me that I feel sure that others engaged in school medical inspection must also have observed that about ninety per cent. of the children examined in the late fall and winter months, show obvious signs of lowered vitality—they are pale; they look only fairly well; they are not as bright, mentally, as they should be; and their resistance to disease must be markedly lessened, one evidence of which is the frequent colds and the prevalence of the various infectious diseases during these months.

Let us begin at the beginning and consider the bare necessities of life. We must eat; we must sleep; and we must breathe. In other words, the three essential factors in living are food, sleep and fresh air, and if we would be healthy and well, we must have the best of these three. There are other factors which will come to your minds, as for instance, exercise, but it needs no discussion at present for the healthy child will obtain the necessary exercise if given the opportunity, just as the colt will, if turned loose in a field.

1. Food. The most important point in diet, to me, is the necessity for having the food in small particles when it is swallowed. The food dissolves or digests in the digestive juices much as sugar dissolves in water (I am leaving out of consideration the chemical transformation which occurs during the processes of digestion). We are all familiar with the ease with which granulated sugar may be dissolved in water—because it is in small particles—and how long it would take to dissolve the same sugar in a solid form, such as taffy. As fermentative bacteria are always present in the bowel, foods, which do not readily digest, will ferment, causing indigestion. It is in order

to break the food up into small particles that we are supplied with teeth. Here I would mention the necessity of cautioning children to chew their food properly. If the food is not already in fine particles, e.g., mashed potatoes, it should be in a form which will break up readily into small particles in the mouth, e.g., stale bread. Let us consider a few articles of diet with this point in view. Firstly, bread—You know how fresh bread will rub up into a lump of dough, whereas, if 48 hours' old, it will rub into crumbs. Potatoes should be mashed or roasted (and rolled so as to be flowery), when given to children—can you imagine anything much more dense and hard to break up into minute particles, than whole, new potatoes. Meat should be cut up finely, as it would otherwise require more chewing than a child is liable to give it. Banana, when thoroughly ripe, breaks up easily, but the firm, greenish ones, as usually sold and eaten, seem to me to be in a class with the whole, new potato—not to mention the lack of flavour. Toast may be good or bad—the proper toast is thin and crisp, and is to be buttered just before it is eaten, it breaks up readily into particles, but need not be hard. The bad toast is thick and soggy, buttered while hot, and piled one on top of another. You will have noticed that most of these articles of food are starches—I think the starches are responsible for most of the digestive disturbances.

The second point in diet is regularity in feeding. By this I mean that, with one exception, there must be absolutely no piecing between meals. The exception is in the long interval from noon to 6 p.m.—at 3.30 or 4 p.m., the child may be permitted a glass of milk and a piece of bread and butter. In doing our work, we do some work and then have a rest. It is just as important for the stomach to have a rest and not be constantly burdened with the influx of a fresh load to carry.

The next most important point in diet to me, is the cooking of the starches—porridge, potatoes, tapioca, rice, sago, etc. You are all familiar with the way in which the starch granule fractures in cooking, and the fact that the coating of the granule is indigestible, so that the unfractured starchy granule will not digest. I often illustrate this point, in talking to parents, with reminding them of how grains of popcorn swallowed whole would pass through the bowel practically unchanged. How often we see the patent porridges advertised as cooking in fifteen or

twenty minutes—porridge should be cooked for at least two hours. Potato with a "bone" in it, rice, sage or tapioca, with the slightest hard centre are thus very prone to cause indigestion.

The next point in diet is that of fried foods—I mean foods fried in fat, e.g., fried potatoes, fried eggs, fried fish, etc. These cause difficulty because the fat digests lower down in the bowel than the other foods, and after the fatty coating has been digested from the particles of, say fried potato, there is no digestive juice to digest the starch, which, consequently ferments. This does not include a steak fried on a dry pan, nor does it include bacon, as bacon fat is readily digested by children. Outside of these two articles, I think a frying pan should seldom be used.

Twice cooked foods, such as hashes, should be mentioned as things to be avoided.

While on the matter of diet, we might consider the various meats for a moment. The best meat for children is beef, and it should be red. The next best is mutton or lamb. Veal has a very tough fibre and should seldom or never be used. Pork should be prohibited.

2. Sleep. The point I wish to make here is that the child should get all the sleep which nature demands, in other words, *the child should never be wakened in the morning*. If the child wanted another slice of bread and butter at his meal, one would not think of saying "no." We depend upon the natural appetite for food, and just as one would give the child all the proper food he wants, so should one give him all the sleep he wants—the child should not be wakened in the morning. This means, of course, that if he has to get up at a certain time then he must go to bed early. I would like to emphasize this point. We know that it is during sleep that nature restores the waste of the previous day, and builds up the reserve for the succeeding day. Now the sleepiness of the child is the indication as to whether or not nature considers she has sufficiently restored the loss and has stored up sufficient reserve. The child who wakens in the morning without being called in fresh and bright. He is ready for his breakfast. He goes to school mentally alert and will, therefore, absorb his lessons. The child who has to be roused in the morning is more or less peevish. He does not want his breakfast and he sits in the classroom more or less listless and apathetic and

he does not make the academic progress which he otherwise would. I would like to mention that daylight saving does not help children to get their proper sleep.

3. Fresh air. We are all familiar with the increased vitality of children after the summer holidays. Why does the physical condition improve during the summer months? Let me answer. The first reason is that they receive fresh air for twenty-four hours a day, instead of, perhaps, two or three hours—a few minutes at noon and a little while after school. The second reason is that they are not wakened in the morning in order to go to school, but frequently sleep till 9 or 10.00 a.m., or even later. The third reason is the relief from work, which I will consider in a moment. These are the three main reasons why the child's physical condition improves during the summer months—he receives no better food during the summer than in the winter, he receives, perhaps, a little more sleep, but he receives a lot more fresh air, perhaps eight or ten times as much. Can this defect be removed and the child's condition be kept up to par throughout the winter? I would say emphatically, "yes." We see about ten per cent of the children who are practically up to par, and I believe that the biggest factor with the balance is the lack of fresh air. During the winter the child is indoors nearly all day, and is, alas, too often shut up all night when he could receive fresh air for ten to twelve hours. How often have I had a parent say that she opens the window at night, perhaps an inch, perhaps six inches, and sometimes a foot or more, and then leaves the bedroom door open three feet by six feet. The window should be opened top and bottom, in order that the warmer, foul air may escape at the top, while fresh air comes in at the bottom. Just as important as the open window is the closed bedroom door, in order to exclude the stale air from the rest of the house. One often meets with the complaint that it is too cold to do this. I point out that the hardiest people in the world live in the colder climates, that the cold is not harmful and that they must have the fresh air.

I spoke a moment ago about the question of work, and I wish to enlarge upon this for a moment. The farmer will not work his colt—he says, "A little work from the colt will spoil the horse." How sad to me is the comparison when I think of some of the children I see, often pale and sickly, working five to

five and a half hours in school, and having home work in addition, and this work is mental work which is harder on the child on account of the comparatively greater development of the central nervous system. Among adults, eight hours is generally considered a day's work, and brain workers consider six hours sufficient. Why, then, should our colts do five hours' mental labour and have homework in addition. I often think that homework should be abolished and that the regular school hours contain all the mental effort which should be expected from children up to fourteen years of age. I think, too, that this is vastly too much for children under eight years of age. I am sure that if we took two children of equal physical and mental condition at five years, starting one to school and turning the other loose to run wild, like the colt, until he is eight years, that the latter would be much the healthier and bigger child. I am assured by various academic authorities, and I am sure it is so, that at twelve they would both be in the same classroom. The one would still be the healthier child, showing greater vitality and from then on would beat the other out on account of his better physical backing. How often we see the farm boy come to the city and win out over other men who, apparently had all sorts of advantages as a child. Can there be any other reason than that the boy who grew on the farm led a healthy, out-door life and has the physical backing which enables him to outrun his rivals.

I often think that the biggest thing we can give our children is a healthy body. If the child grows up perfectly healthy, he has at least the chance to make good in the world. If he has not health, all other things are practically valueless. In seeing children who are obviously under par and sometimes very much so, I often remark, "What is the value of an educated corpse."

Let us return again to our three essential factors in healthy life, viz., proper food, proper sleep and fresh air. When we find a patient with pulmonary tuberculosis, we usually send him to a sanatorium. What does he get? He gets plenty of nourishing food. He does nothing but sleep and rest—hence, the term "rest cure" (the same applies in the treatment of nervous cases, e.g., the Weir-Mitchell treatment), and he lives in a tent or a shack so that he will get fresh air.

The same three factors are the basis of our open-air schools. We see that the children get proper food. They sleep for one

and a half or two hours after the noon meal, and they are out in the fresh air for the few hours they are with us. We take the worst cases we can find, with nervous disturbances and with T.B. histories, and yet we obtained last year an average gain of six and three-quarter pounds in six months, at High Park Forest School. I need not say that we emphasize these points to these children and to their parents. We insist, if the child wishes to stay in the open-air school, (1) that he go to bed at 7.30 p.m., so that he will not have to be wakened in the morning; (2) that he should be properly fed, as outlined above; (3) that he shall receive fresh air for the ten or twelve hours while he is sleeping, as that is more fresh air than we are able to give him.

It would not be proper to leave this subject without a reference to some of the common physical defects. The most frequent defect seen is defective primary teeth. How often parents make light of this, and even dentists—probably because they do not wish to be bothered with children. But defective teeth mean to me: (1) Toothache; (2) abscesses—with swallowing of pus and absorption through the lymphatic system; (3) these teeth become tender so that the child cannot chew his food properly—with consequent digestive disturbances; (4) the swallowing of decayed food. I am sure you have noticed the odor from a mouthful of decayed teeth, due to the food which collects in the pockets and decays there. Would you feed the child on anything which smelt like that? If you had to use a funnel to get a glass of drinking water, would you take one with two, four, six or eight pockets filled with decayed food? Of course, you would not—if you had to use that funnel, you would probably scrape out the pockets and, perhaps, fill them with cement. Yet many a child who has that sort of a dirty funnel and will have to use it for three, four, five and even for six or seven years to come, is allowed to go on with the remark, "Oh, those are only his first teeth;" (5) if the primary teeth go on to total decay, the six year molars creep forward and then the secondary teeth have to come in crooked because there is not room. Thousands of times I have seen a six-year molar facing more or less forwards instead of facing its opposing tooth.

The next defect I wish to speak of is defective nasal breathing, whether the origin is adenoids or as so commonly a deflected nasal septum, or other nasal defect. Where a child cannot

breathe through his nose, his nose is no good to him and he should get it fixed. It is useless as it is and is not fulfilling its function.

The importance of enlarged tonsils is well understood. I have seen a child gain ten pounds in the first six months after removal of tonsils and adenoids, with other factors apparently the same. The importance of defective hearing, which so often goes with nasal defects, and of having errors of vision corrected need only to be mentioned.

I would close with this statement, that when a perfectly healthy-looking child is up for examination, you will usually find that the child has a clean mouth and a useful nose, and you will seldom fail to find that he goes to bed at seven o'clock or half-past, and that he sleeps with the window open and the door shut. Conversely in the absence of physical defect or bad family history in a child showing poor vitality, you may be sure that there are errors in diet or insufficient sleep or lack of fresh air or any combination of these three.

THE SIGNIFICANCE OF ENLARGED THYROID IN CHILDREN OF SCHOOL AGE.

DR. GEORGE A. BINGHAM, ASSOCIATE PROFESSOR OF SURGERY
AND CLINICAL ANATOMY, UNIVERSITY OF TORONTO.

In discussing the subject allotted to me to-day, I purpose simply to answer a few questions. What is goitre? What causes it? What symptoms are produced by it, and how is it best treated?

In answer to the first question, I may say that the goitre of puberty, is a vascular goitre pure and simple, due to an increase in blood supply to the gland, this, in turn, producing an increase in the activity of the gland, with an increased out-pouring of glandular secretion.

Now, this condition of hyperthyroidism occurs, of course, as many of you know, from the first month of child life up to and even beyond the age of puberty, but from the age of 11 up to the age 15, there is a tremendous and sudden jump in the number of cases due to the fact that at that particular period a peculiar crisis is taking place in the life of the child. Do not let us run away with the idea that this hyperthyroidism is pathological, although a seemingly slight cause may ultimately lead to a pathological condition; that is to say, to an irritable condition of the sympathetic system, which, in turn, leads to a hypersecretion of the thyroid gland. Diseases of any kind will frequently lead to hyperthyroidism. From the age of 11 to 15, there is a sudden increased activity of the ovaries, although this condition of hyperthyroidism is not peculiar to girls alone. This increased activity of the generative organs leads, through the sympathetic nervous system, to an increased activity of the thyroid gland, resulting in hyperthyroidism.

It seems to me that this is a physiological condition, because it has been amply proven that the child's body demands and requires an increase in the blood, of the normal secretion of the thyroid gland, more particularly iodine. Nature takes this method of pouring into the blood an increased amount of iodine, which is so much required at this very time. If this condition

persists for a sufficient length of time, however, the result ultimately will be an organic change in the gland substance, which may be permanent and may lead to disastrous results.

Where the hyper-action of the gland is combined with a rapid pulse, protrusion of the eyes, etc., we call it Graves' disease. Graves' disease is one of the rarest of all diseases in the child, but, as I think I can prove, the reason we do not have this condition oftener is because we have so many intelligent teachers, nurses, and mothers. I really believe that the introduction of the doctor in a condition of this kind is frequently more disastrous than otherwise, impressing on the child's mind that she is ill and thus reacting on the nervous system.

What symptoms are produced when this increased secretion of the gland is poured into the blood stream? Physically, the child becomes easily tired; that is one of the outstanding features of the condition. Again, there is an increase in the rapidity of the heart. These are the two physical signs which stand out most frequently in the majority of cases.

Mentally, we have several features:

1. The child becomes irritable and fretful, more so than normal.

2. The child becomes introspective.

3. The child has illusions of persecution by the parent, playmate, or teacher; and mark you, this mental condition, if allowed to remain and develop, will react most injuriously on the nervous system, and will lead to still greater activity on the part of the thyroid, and it is for us to remember that if this condition of affairs is allowed to remain long enough, we will in the end have an organic change which may be disastrous to the child.

These are the facts that we must remember when we discuss the question of treatment, bearing in mind the fact that there is only one kind of goitre in childhood; that is, simple goitre, with no temperature present, but simply some enlargement of the whole gland, due very largely to the increase in the amount of blood, which has been poured into that gland. But if this highly vascular condition persists we may have ultimately a chronic organic enlargement of the whole gland.

In addition to simple goitre we may have toxic goitre, otherwise known as Graves' disease. The development of a tumor and of symptoms may be sudden or may be slow, and may be due

in the first place to a fright or sudden shock, or it may be due to a long continued nervous condition, overwork, worry, grief, disappointment, or something like that.

In the first two, the vascular type, and the chronic organically enlarged gland, with an increased colloid secretion, surgical treatment is not indicated. The vascular type recovers without any treatment in the vast majority of cases. In the second, a great many recover under ordinary care.

In regard to the treatment of this goitre, one must remember that the condition is produced by the excessive secretion. I would say that no treatment at all is much better than the treatment of a fussy mother or teacher. Above all things, do not emphasize in the mind of the child the fact that he is ill. Do not paint the goitre with iodine, thus drawing the child's attention to the enlargement. Let us make little of the condition, remembering that this is really a physiological condition, not a disease. It is for the time being, a purely physiological condition; that is, the gland is supplying something that the system of the child demands and requires. Let us see that overwork is absolutely avoided, overwork mentally and physically, while at the same time, introspection should be averted by mental exercises, which should not be exhaustive in their character.

Then, secondly, consider the child's environment. Nagging in the home or in the school is the very worst thing that could happen to the child; the very thing that will continue this hyper-activity. Homework must be reduced to a minimum, and the horror of examinations must, in some way, be removed from the child's mind. It is for you, ladies and gentlemen, to say how that horror can best be removed, because we must never forget that examinations are an actual horror in the mind of this type of child, and are almost certain to increase this hyper-activity of the gland, which will ultimately land the child in a very serious pathological condition. I cannot state how that dread of examinations can be removed. Plenty of fresh air, sunlight, modern physical exercises in the fresh air are essential, but over-exercise is nearly as bad as no exercise. All the functions of the body must be closely watched and everything abnormal corrected. For instance, the blood. Is the child anaemic? Then some simple iron tonic should be administered. The bowels. Is he constipated? One of the worst things that could occur.

because that is going to lead to a toxic condition, which in turn, is going to lead to further trouble in the thyroid gland. Therefore, constipation must be avoided. The stomach. Is the child without appetite or not digesting his food properly? Then some simple remedy should be given to bring it back to normal.

So far, you will observe the only use I have had for the physician has been where there is a departure from the normal. Where there is a departure from the normal, such as anaemia, constipation, or gastric trouble, certainly send for the family physician, and take his advice, but be extremely careful, mothers, how you administer drugs for the purpose of curbing the hyperthyroidism of your little maid. Meddlesome interference of this kind will probably do much harm.

It has been proven that iodine is really necessary for the welfare of the child, and it was suggested some time ago, why not administer iodine in some form? Now, it seems curious to administer iodine while at the same time it is pouring into the blood from the thyroid gland. Let us never overlook the beautiful mechanical construction of the human body, the nervous system especially. If we administer iodine in some form or other, the burden of producing it is taken away from the thyroid gland, and the gland has a chance to return to normal. In severe cases I have seen benefit result from the feeding of the child with thyroid extract, which again looks absurd. What! Feed the child with thyroid extract and at the same time that child's thyroid gland is producing an excess? Yes! exactly the same thing occurs, the moment you remove the burden, the thyroid gland ceases to act in this unusual manner and returns to normal.

In what form should iodine be used? One of the best forms is the Syrup of the Iodide of Iron, which is pleasing to take. Administered in small doses, it is absolutely beneficial to the child. Another form is Sodium Iodide, which is easily taken, and in very small doses, three times a day, is quite sufficient to limit the amount of secretion of the gland.

Quite recently, a writer in the *British Medical Journal*, has given a detailed account of his experiences, in which he had results from the administration of iodine, which struck me as quite worth a trial; namely, the placing in the school room of a bottle of iodine crystals with the cork removed, so that the iodine

is constantly evaporating in the school room. The same thing may be done in the sleeping room.

There are four things to be avoided. Avoid, for instance, carrying weights on the head, as the children have done for centuries in Switzerland. So common is it in Switzerland, that a girl without a goitre is rather unusual, and it is said that she can never secure a beau unless she has a goitre. Excessive singing exercises will lead to goitre. Wearing ribbons tightly about the neck is to be avoided. Particularly, let us correct such things as coughing of any kind, which will lead to goitre. I refer particularly to whooping cough. At the same time we must avoid mental conditions, conditions of worry, etc. Each of these is quite sufficient to prolong the condition. Seek out the cause of the child's trouble. There is always a cause, and in some way find what that is, and you will do far more than all the doctors in your town. Maybe there is some physical condition. then, of course, the physician must be called and the condition corrected.

You will come across cases every now and then where the child has quite a vascular enlargement of the gland, and the mother becomes seriously alarmed. Under these circumstances, as much to allay the mother's fears as anything, if you can possibly do so, submit the child to a very few exposures of X-ray. Such cases respond one hundred per cent., and disappear altogether when the child's nervous system quiets down.

The use of the X-ray is becoming more and more prominent in the treatment of goitre, and no case should be treated surgically before being submitted to a course of treatment by a competent X-ray man.

What about the treatment then of Graves' disease? The physician must be called in, of course. This child shows evidence of severe symptoms, gastric crises, diarrhoea, loss of weight, and the physician wisely puts the patient to bed and orders absolute rest. Give the child books to read, which are not too exciting, let her have visitors, but not too many. If she steadily improves and returns to normal with these measures, all well and good. But if she does not improve beyond a certain point, further measures must be adopted at once. Now the surgeon a few years ago would at once, in such a condition, proceed to remove a part of the gland. That it is not necessary to submit that

child to a surgical operation has been my experience in the last few years. I think all these cases should be submitted to X-ray treatment first, and it is quite possible that the condition may be cured without surgical interference; and, if surgical measures should later be necessary, the child will undergo a surgical operation with little or no danger to life.

If it comes to the surgeon after all, what is to be done? That, of course, does not interest you here. We have more than one method of first reducing its activity and then later, of removing the gland without any danger to the child.

Mr. Chairman, Ladies and Gentlemen, I want once more to say that I am convinced that we are all wonderfully interested in the X-ray treatment. I have seen cases cured within the last two or three years that I would not have believed could be cured without operating. Let me tell you of one. I saw a girl of 16, with a very large active goitre, which had come up very rapidly, lying in bed with a nurse at the bedside in order to prevent her falling out of bed, eyes protruding, rapid pulse, extremely nervous. I tried to find out the cause; nobody could help me, but in the end I discovered that she had had a disappointment in love. I refused to operate (ten years ago I would have operated and the child would have died), and suggested X-ray treatment. She was treated for about a month, when these dreadful symptoms disappeared. The physician who administered X-ray treatment stated that she was ready for operation. I said you have done so remarkably well why not continue. He continued for a few months more, and the child recovered, the goitre disappearing like a snowball in the sun.

Would you believe me if I told you that within the last two years a lady from the country, 55 years of age, given up by two physicians as an inoperable case of sarcoma of the neck, was absolutely cured by X-ray treatment. In ten days the patient had ten treatments and that heavy mass was reduced to half its size. She came back in a month and there was practically nothing to be found, except a lump the size of a hickory nut, which in ten more treatments absolutely disappeared. To-day the patient is well.

I am certain, and I have been certain for a long time, that the use of the knife is after all a very crude way of dealing with pathological conditions. For many years I have felt that surely

there is a better way, and in a percentage of cases, that way has come. Within two weeks I had four ladies in my office from four different towns with four different kinds of lumps, and these four ladies came to me because they wanted to know where they could secure the most reliable X-ray treatment.

So much for the goitre of puberty. Almost any chronic irritation may produce this hyper-secretion of the thyroid gland and, therefore, everyone of these children should be examined so far as their teeth, their tonsils, and their sinuses are concerned. If there is even a slight source of irritation, it is quite sufficient in many cases to cause thyroid trouble. Apart from that the physician has very little to do in the treatment of the case. In 98 cases out of the 100 the wise mother, teacher and nurse are all that are required to lead this child to absolute recovery from an abnormal thyroid condition.

REFORMED SPELLING SECTION

PRESIDENT'S ADDRESS.

THE HUMORS OF SPELLING.

"That's the humor of it."—Corporal Nym.

PROFESSOR D. R. KEYS, M.A., UNIVERSITY COLLEGE, TORONTO.

The President of the Simplified Spelling Society of Canada, Professor D. R. Keys, of University College, gave an address on the humors of spelling which was delivered *extempore* and of which a synopsis follows.

The subject was treated from two different points of view, which may be distinguished as the subjective and the objective. Under the former head the speaker dealt with the use of spelling as a source of humor, a use which could only arise after spelling itself had been conventionalized. Thus the various spellings in the Six-text Chaucer do not arouse our sense of humour any more than the irregularities of spelling in Shakespeare's Folios. Nor when Shakespeare gives the light-fingered Corporal Nym that name (in Anglo-Saxon *nim* means take) did he mean to raise a smile by spelling it in Middle English fashion with a *y*. It was not till the eighteenth century novelists added a new enjoyment to life that bad spelling became a source of good humor. The great autocrat of literature, Dr. Sam. Johnson, had published his dictionary, which may be said to have crystallized English spelling, over a dozen years before the Scotch Dr. Smollett produced his finest novel, *Humphrey Clinker*, in which he makes the Welsh serving maid, Winifred Jenkins, add the fun of bad spelling to her other naive characteristics. The fun in bad spelling is based on the contrast between the conventionally correct which the reader knows and the false forms which the writer is made to use. It has in it also that feeling of superiority which, according to many critics, lies at the base of our sense of humor.

The epistolary novel has been the natural field for this kind of humorous misspelling from the days of Smollett's imitator, the Scotch-Canadian, John Galt, down to the letters of "*Dere Mable*." Galt in his "*Legatees*" makes the Presbyterian parson's wife spell as badly as the waiting-woman of Mistress Tabitha Bramble; and the letters of Dere Mable's lover would lose half their humor if they lost all the grossness of their bad spelling. Thackeray's early contributions to "*Punch*" are full of this kind of comic writing, particularly that forerunner of the "*Book of Snobs*," "*Jeames' Diary*." Jeames is a footman who grows wealthy by speculation in railway shares, and after showing his capacity for high life in a somewhat different manner from Barrie's Admirable Crichton, loses his fortune and his "*Angelinar*" and sinks into his former humble condition. But he always retains his bad spelling, which serves the scientific student as an important source for early Victorian phonology.

The early efforts at spelling reform of Noah Webster did not hinder the frequent employment of bad spelling as an aid to the humorist on this side of the Atlantic. Lowell makes use of it in the "*Biglow Papers*" with admirable effect; and that other comical Yankee, the Maine showman, Artemus Ward, added as much to his literary popularity by his bad spelling as he did to his lectures by bad pictures. Sometimes, it must be admitted, the bad spelling has been rather an impediment than a gain. The *Saturday Reviewer* once remarked truly that had Josh Billings spelled correctly he might have been considered the American Montaigne. As it is, he is almost forgotten among the long list of favorites of the day, from Petroleum V. Nasby to Bill Nye.

Turning to the other side of his subject the lecturer commented on the humorously absurd situation presented by the contrast between the eminently practical character of the English race and the absolute unpracticalness of their spelling. The retention of this unpractical system recalls that of the Old Style in chronology, which had been given up for over a century by the rest of civilised Europe before it was abandoned in England. The proud Spaniard, the sentimental Italian, the autocratic German, have all accepted the advice of their linguistic authorities and simplified their spelling, thus adding greatly to their chances of diffusion as world languages. Even conservative China, which has a different symbol for every word, is working out a

system of spelling reform. Meanwhile the English, already so widely spoken, and so admirably suited by its cosmopolitan vocabulary and lack of grammatical difficulty to become the business language, the "Pidgin English", of the world, retains its utterly unscientific system of spelling—to the despair of foreigners, who now more than ever before must be eager to learn the language of Anglo-Saxondom. Surely a spectacle for laughter to both gods and men!

The climax of humor in this aspect of the subject appeared when we saw the premier province, Ontario, which was a generation ahead of England in its education for democracy and its recognition of the value of simplified spelling, going back ten years ago to a system of spelling that has been obsolete on this continent for half a century. Here we may see fun for the humorist of the future who will be able to cause many a laugh at the expense of his forefathers' folly by contrasting the official spelling of to-day with the simplified spelling of the future.

SPELLING REFORM: RETROSPECT AND PROSPECT.

JOHN DEARNESS.

Notwithstanding the overshadowing interest in the war the cause of improved spelling has been making progress. It is true that the war interrupted the plans along which reformers were working at its outbreak yet its probable effect will be to render progress easier and more rapid in the future on account of the disposition it has aroused to inquire into the reasons for old and moss-grown customs and to require them to show that they meet the needs of the present-day democracy. To a rapidly increasing number of people it is ceasing to be sufficient vindication of tortuous spellings, such as "r-o-u-g-h" for "ruf," "s-i-e-v-e" for "siv," etc., with nearly twice the number of letters actually needed, simply because these words have been spelt that way for a hundred years. We laugh at the Chinese for enduring uncomfortable and superfluous extensions of their finger nails merely to suggest pedigree; they can laugh at the time-wasting superfluities that we have cherished in the spelling of many of our words, in some cases merely that the superfluous parts may suggest the history of the words and oftener without any excuse at all.

At the recent annual meeting of the Simplified Spelling Society held in London, Eng., encouraging reports were made from various schools in England and Scotland where experiments had been conducted in teaching elementary reading and spelling in books printed in fonetic spelling. Demonstration lessons were given at the meeting by different teachers with classes of children brought from Battersea. The teachers from Scotland as well as England, speaking from their experience, which in one case extended over five years, testified that beginners made easier and more rapid progress with the scientific spelling than was made by others with the old spelling and that also a favorable effect on their pronunciation was noticeable. Even with the difficulties and loss of time attendant on the transition from the simple to the old and difficult spelling—and these difficulties are very real—the final result gives a decided balance in favor of simplified spelling. It was held by the experimenting teachers that the difficulties of

transition would be considerably reduced if a supplementary reader were prepared, having graded lessons passing from the simple to the old spelling by suitable stages. The assurance of Dr. Fisher, the English Minister of Education, that his Department is anxious to encourage these experiments, shows that official opposition to spelling reform need not be feared in England. Professor Gilbert Murray, recently nominated as ambassador to the United States, is president of the British Simplified Spelling Society.

Shortly before the outbreak of the war a petition praying for a Royal Commission to consider the practicability and best means of regularizing our caotic spelling was put in circulation. Hundreds of influential signers in every part of the British Empire placed their names on the papers. The original proposal has been changed and enlarged with a view to uniting the forces from all parts of the English speaking world, including, of course, the United States of America. In carrying out the enlarged scheme the British Society is receiving the enthusiastic co-operation of the Simplified Spelling Board whose headquarters are at New York.

The last named Board has just published Part I. of a Handbook. Parts II. and III. will quickly follow. These when concluded and bound together will make a handy desk-book for printers, stenographers and others. Business firms can then use the simpler spellings and have their letterheads printed or stamped with the legend "Simplified Spelling Used." This will not only be an important economy when the clerical staff gets accustomed to it but will also suggest an up-to-date and progressive spirit in the policy of the management.

Problems growing out of the education of the foreign immigrant population have made the Western people open-minded toward the improvement of spelling. Over twenty of the State Associations of teachers have adopted resolutions approving of reform. Recently an Inter-State Association embracing the educationists of five of the Western States adopted Simplified Spelling for all their official publications. Nineteen State Universities have formally adopted the improved spelling of more than 200 words. Over 500 American newspapers are using at least the N. E. A. list of simplifications, some of them going much further. Even the short forward step taken by such periodicals as the *Literary*

Digest and the *New York Independent* shows the way of progress to a large constituency of cautious readers. Canadians must give credit to the *Toronto World*, *Halifax Herald* and *Mail* and the *Truro Daily* and *Weekly News* for the advance in better spelling that they have made and maintained. It is not so easy as it seems on the surface to make this advance; most people are surprised when they look into the matter for the first time to find how much adjusting is involved in a newspaper's changing its habitual spelling of a common word.

A CALL ACROSS THE OCEAN.

A MESSAGE FROM BISHOP WELLDON, MANCHESTER, ENG.,

*(Formerly Bishop of Calcutta and Metropolitan of India.)**To Canadian Teachers Thru the Spelling Section of the Ontario
Education Association.*

Human life is so difficult, and in the complex state of modern society is becoming so much more difficult, that it is a folly to augment the number or the character of its difficulties. The English language is spreading over the world. If there is to be a universal language it will apparently be English. But English spelling is the main obstacle to the diffusion of the English language. So long as the spelling rests upon no definite principle, and does not correspond with the pronunciation, many people to whom English is not a native language will be tempted to avoid the trouble of learning it, or if they do learn it, will make frequent mistakes in writing or speaking it. To no people, I suppose, is the English language, not only in literature but in social and commercial life, more valuable than to the great English-speaking communities of North America. Without wishing to advocate the extreme opinions of some reformers of spelling, and without seeming, I hope, to forget, as some advocates of Volapuk and Esperanto apparently forget, that language is a natural growth and not an artificial product, I would, if I might, as one who was for many years a teacher, respectfully press upon the conference, which will, I understand, be held in the City of Toronto, the importance of emancipating, as soon and as far as possible, the spelling of the English language from the many inconsistencies and incongruities which now impair, and if they continue must always impair, its utility as an instrument of communication among civilized nations of the world.

(Signed) J. E. C. WELLDON.

At the Deanery, Durham.

OBSTACLES TO SPELLING REFORM.

A. W. BURT, B.A., BRANTFORD COLLEGIATE INSTITUTE.

It is somewhat hard for the progressive mind to understand why a reform that assures numerous unquestionable advantages, and against which little of moment can be urged, should fail to establish itself. But when we extend our observations to other of our customs and institutions, we realize that our adherence to a wasteful and illogical system of spelling is by no means a unique example of incongruity between our principles and our practices. We advocate the care of health, yet disobey its laws in regard to food and dress and exercise; we extol efficiency and economy, yet encourage luxury and waste; we fight to the bitter end for democracy, yet reverence one of its worst foes, plutocracy; and we value good manners at their full worth, yet too often disparage or disregard good morals.

The spirit that inspires all these inconsistencies is that conventionalism that prevents us from filling up the ruts that grow ever deeper as our civilization grows older. It is the spirit that opposes all reforms till they are forced into operation by some violent revolutionary outbreak that wrecks the whole structure of society, an outbreak that might easily have been avoided had reasonable concessions been made to the "yearnings to mix itself with life" of "the spirit of the coming years." Let us hope that with the close of the great war, love and justice and sweet reasonableness may make us heed these yearnings.

Perhaps instead of regarding Conventionalism as an individual spirit, it should rather be looked upon as a family, the progeny of the great corrupter, Sloth, by various fathers. Among the latter are many gentlemen of questionable character, who, nevertheless, have a fairly cordial welcome in social circles; for example, Selfishness, Conceit, Prejudice, Hypocrisy, and Fear. As might be expected with such a parentage, the Conventionalities are sometimes absolutely immoral, for they often tend to our doing what we ought not to have done, and leaving undone what we ought to have done, and to our erring and straying like sheep following a lost bell-wether. If not quite immoral.

the Conventionalities are nearly always negative as regards morality, in spite of the application to them by Mrs. Grundy and her admirers of such terms as "proper," "correct," and "right," and her rejection of reforms as "fads," or "things not done." Very rarely indeed do the Conventionalities exercise beneficially any positive constructive influence, and though they may sometimes conserve beauty and dignity, they often tend to perpetuate deformity, as in the case of our spelling.

This important Conventionality, miscalled Orthography, belongs to the class of efficiency-killers, wasting as it does time and intelligence, with no compensatory advantages. Since everyone has suffered thus in himself, and, if he is fortunate enough to be a parent, is suffering or will suffer through his children, it would seem that, to be abolished, the evil needs but to be noted. Energy and strength, however, are demanded to lift the dead weight of custom that clogs our efforts to cast off a load, that forces upon our children a system that it takes years to master, even imperfectly, and demands unreasonable memorizations that perplex and scandalize the intelligence. This system we adhere to instead of adopting one that could be mastered by the child in a few months, and that would thus leave the school adequate time for subjects of a real intellectual or practical value. What we lose is manifest from the following examples: Italian is spelt phonetically, so an ordinary Italian child of four or five years old learns to spell every word in the language in less than three months. English is spelt fantastically, so an ordinary educated Englishman at the end of a long life cannot approximate to the achievement of the Italian infant. An experiment has shown that nearly every member of a junior class in a high school, many of whom make frequent mistakes in English spelling, could spell correctly any Italian word at the end of half an hour's instruction. Moreover, one of the greatest of philologists is reported to have said: "When those fools of English learn to spell correctly, there will be no need of Volapük or Esperanto, for theirs will be the world speech."

Let us now consider to whom we should look for leadership in the movement for reform. The matter being educational, the school comes first to mind. The school, however, offers a very questionable motive force for progress that involves educational changes. Teachers are, of necessity, usually good spellers, and

they derive from this that sense of superiority that men always feel when they have a knowledge of conventionalities of which others are ignorant. Teachers are, moreover, by the very nature of their training, conservative in all matters pertaining to their calling. They are also often limited and timid in their outlook; they see the trees rather than the grandeur of the forest, and are more interested in the classification of the flowers than in their beauty; and they seldom wander from the beaten paths. Thus they are usually unfitted to be pioneers.

Teachers would, however, doubtless follow the guidance of the Education Department if it would give them leading. This directing body has, however, lately slipped back on the hill of progress, for it required the restitution of the "u" in "honor" and many other words with the same ending, inconsistently discriminating against others like doctor, factor, rector, major and many more whose claims, if not quite so recent, are just as valid as those of the favoured ones selected for distinction. Let us hope, however, that we are justified in the expectation that the Education Department will now replace a retrogressive by an advancing course.

If this hope fails, we must rely upon the newspaper—the mouthpiece of the ordinary citizen. We may reasonably look for its powerful support; for, though the press is largely responsible for the present absurd fossilization of our spelling, it has, perhaps, among the adults interested, most to gain from reform, and many of our newspapers see this, and some few are acting upon it.

Meanwhile we must carry on our propaganda: we must reach the business man and show him how time—that is, money—can be saved, and his commercial relations with foreigners be facilitated; we must appeal to the parent, and make him feel that memorizing inconsistencies dulls the intellects of his children and takes away their opportunities for real education; finally, we must stir to action the lover of our noble English tongue by leading him to realize that our spelling is now about the worst in the world—the Chinese having been lately reformed—and that our stupid conservatism hinders our language from assuming its rightful place as the common medium of international intercourse.

LEAGUE OF THE EMPIRE SECTION

PRESIDENT'S ADDRESS.

ARTIFICIAL SUBSTITUTES FOR CHRISTIANITY.

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I am old enough now to have seen the rise and fall of a good many feverish idolatries, a good many artificial substitutes for Christianity; so many that I thought they offered sufficient "copy" for a paper. But something else, it has occurred to me since, must come first: I must define the Christianity for which these things have been, to my mind, artificial substitutes.

It is not so easy to define. I think broadly there are two definitions of Christianity, either of which, and both of which, are entitled to the name, though they are very different. We may define "Christianity" by its letter: by its forms and dogmas and ceremonies, which, however, by no means exclude life and thought in accordance with the spirit of the Christian religion; or secondly, by a certain life and thought and spirit which are in accordance with the life and thought of the Founder of Christianity and which *may* also be, but may not be, in accordance with the forms and dogmas and ceremonies of some branch of the Christian Church.

The two definitions are far apart and apply to very different societies. According to the first definition of Christianity, that which defines it by the letter, by forms, dogmas and ceremonies, the Christian societies of Europe—at any rate before this war—were Russia, Greece, Spain and Ireland, with sections of Austria, Germany, France, Italy, Portugal, such as the Tyrol, Brittany and so on, with small sections too perhaps of England, at any rate a large number of individual Englishmen and Englishwomen. These nations and these persons lived in good standing with the creeds of Christendom: they kept feasts and fasts: they remembered Saints' days and the Church's year. They did not call a dance for Ash Wednesday (like the students of University

College): they knew what was meant by Passion Sunday and Palm Sunday and by Holy Week and Easter Week: what was signified by Whitsunday and the Epiphany; by Quinquagesima, Sexagesima and Septuagesima Sundays: who was Hilary after whom the University of Oxford has named a term. They do not speak disrespectfully of any Sunday after Trinity "as the twenty-second Sunday or thereabouts"—as did some literary leader-writer in the *Times*, Andrew Lang, I think, when he wanted to quote from Keble's "Christian Year." They live in the round of that Christian Year, as Miss Charlotte Yonge lived in England; as Mr. Graham's Russians lived before the war—(it looks to-day as if Mr. Graham had Grahamized his Russians, more than they had Russified him)—or as the Roman Catholic Bishops of Ireland live to-day. For example, when conscription was proclaimed in Ireland, one of them suggested "a novena of intercession to the Blessed Virgin;" the suggestion may give a jolt and jar to the Protestant, who has been imagining for years every conceivable device, as he thought, for the pacification of Ireland, but had never thought of a method so simple; but the suggestion after all is Christian though by no means the only Christian suggestion possible.

No one can deny that Christianity in one real sense covers all these ideas of form, doctrine and ceremony, Novenas and Intercessions to the Virgin; and no one but a very bigoted Protestant will deny that these forms, doctrines, ceremonies, Novenas and Intercessions often connote a great deal more; often connote not only belief in the power of Christ and His Mother to alter human history, but also humble devotion to and imitation of the spirit in which Christ and His Mother lived on earth.

This first definition of Christianity lays stress on the dogmas of the Incarnation and God-head of Christ, but it does not exclude the imitation of His manhood; and conversely—as the great Cardinal ironically observed—Christians of this school even in their drunkenness are much given to religious dogma, and even their oaths are mouthfuls of Saints' names.

But the second definition of Christianity starts from the opposite point of view, and without any regard for invocations and intercessions and cryings of "Lord, Lord," without any regard for high-days and holy-days and saints or the Blessed

Virgin, even without any conscious regard for our Saviour Himself, still less for the Christian Year, and while using even His blessed name often enough as a mere oath and expletive, and while often, even in the case of the ordained clergy, confusing the Incarnation with the Immaculate Conception, and, even by the mouth of its ordained clergy, roundly "confounding" theology in another sense, remains still nevertheless a Christian definition of Christianity, as distinct from a German definition, for example, and means by Christian all the best side of civilization, not the material but the spiritual side, love, joy, mercy, peace, patience, resignation, righteousness, whatsoever things are just, whatsoever things are pure, etc., unselfishness and self-sacrifice.

"The Student-in-Arms," for example, noted with astonishment that the very men who were cheerfully giving their lives for England, for civilization, for Christianity, did not associate their sacrifice in most cases with the name of Christ, did not realize that it was as Christians that they were offering that sacrifice. But he argued, and surely he argued soundly, that all the same this was so: that all the sacrifice and unselfishness in the world, *our* world at least, broadly goes back to Him and has its origin in His sacrifice, that He was and is—whatever dogmas are held about Him or rejected—in sober earnest and in simple prose, if not in other and more theological senses—the Saviour and Redeemer of the world. The soldiers' sacrifice of their lives came from the atmosphere in which they lived and from the atmosphere of human nature and not from dogmas: but the atmosphere came from Christianity. He is not only God and King and Judge, as He is to the other school of Christians, but He is also the life and light of daily atmosphere, and the only atmosphere of good that has ever yet pervaded this planet. And just as the literal Christians of the Christian seasons and the visible Church may be spiritual also, so these spiritual Christians of the Church invisible may obviously also belong to the body of literal Christians. But inasmuch as it is very hard for a man to keep letter and spirit equally, to keep both in their place and magnify neither to the exclusion of the other, I think it is true to say that the literal Christians often overlook the essence or spirit of Christianity; while it is conversely true that the spiritual Christians are often quite unconscious that they are Christians

at all and quite ignorant—through a bad education—almost of the very name of the Master from whom they have inherited the atmosphere of their lives; and are quite surprised to hear that there is more Christianity in the world to-day—though the name of Christian is often forgotten and Americans and Canadians have ceased often to recognize their “Christian” name and call it their “first” name and use for their first name in fact often a name which is neither Christian nor Pagan but a Pagan name murdered (Eireen e.g.) than there was in the ages so-called of Faith.

This is a very long introduction to the artificial substitutes. but at last I am reaching them.

The first I came across when I reached manhood and Oxford, was, I think, the best; classical scholarship. When I reached Oxford the Newman tradition and the Keble tradition, Christianity in the first sense—whether of the Roman or the Anglican Church—was already overshadowed, half forgotten. Many people thought more of Heraclitus when they spoke of Ephesus, than of St. Paul; more of Pericles’ funeral speech in Athens than of St. Paul’s sermon on an unknown God there; much more of Plato and Aristotle than of Ambrose and Athanasius and Augustine. The half-dozen men—some of them excellent scholars—who were more interested in reconciling the Greek and the Anglican Churches, or the Roman and the Anglican Churches, than in reconciling Plato and Aristotle or in establishing the Platonic canon, were the survivors only of this shipwreck of the past Oxford Movement; *rari nantes in gurgite vasto*.

Everyone else was indifferent to the movement and only followers of Newman in the sense that they thought him the best writer of English and the best master of irony and style and form; but for the matter of their thoughts they went back to the great days of Greece and Rome. This was the best substitute for Christianity I have seen in more than one sense; best in itself, I mean, since Greece and Rome at their best were better than any of the narrower substitutes for Christianity I have seen since, and best because anyhow, if one is going to read the classics, it is inevitable, it is necessary, it is even desirable, that one should exaggerate their claims and the claims of the creed they suggest. No one practically would do them

justice who did not start with the idea that he might find in them a substitute for Christianity; it gives the zest and interest necessary to conquer the very difficult medium in which the ideas of Greece and Rome are set forth, the two classical languages. Nevertheless it is only an artificial and inadequate substitute. For after all neither Plato nor Aristotle, still less the very inferior thinkers of Rome, had any hope to offer the world or any prospect to hold out to the man in the street. Their systems were frankly and avowedly aristocratic; like Renan's system afterwards; not aristocratic of course in the vulgar sense so much, that they appealed to the rich only and well-born, but in the true and deeper sense that they appealed to the aristocracy of intellect only. They offered a life of thought to the man born with a love of thought, to the student: but they built up even his life on the sacrifice of many slaves; and they left the other standing horrors of life, infanticide and abortion and prostitution just where they found them; Aristotle especially even more than Plato as being more of an "intellectual" and less of a man than Plato. "Everything has been already discovered," says Aristotle, there is nothing new to hope for; at best a few new permutations and combinations of old circumstances. The student then might still find a fair portion of happiness (*eudaimonia*) during life and even a certain period of happiness as a reward for right living, after it, in a temporary heaven such as Plato imagined, or in a temporary consciousness of the happiness of his friends surviving still on earth, such as Aristotle is willing to concede, because the instincts of the human heart demand it, and he respects the instincts of the general heart. But the mass of men has little prospect of *eudaimonia*. The ordinary man enjoys the illusions of youth and then spends his manhood and age scheming for the advancement of his children who are enjoying their period of illusion, and leaves behind him to these children, a similar alternation of illusion and intrigue, and so on ad infinitum.

Mr. Asquith has lately observed that if nothing more can be done for the world, if mankind is unable to contrive a new civilization more tolerable for the majority and more secure against war and famine, than the past civilizations, perhaps it is a pity that it does not all end sooner; that our planet does not

drop at once into the sun or cool down at once below the temperature necessary for life, or collide at once with some other wandering and lost star. Plato and Aristotle would not have endorsed his pity, because their pity is less wide and they are more concerned with the remnant; the intellectual remnant. Perhaps some Christians also may dispute the justice of his remark, on the ground that they also are more concerned with a remnant; not an intellectual remnant, however, in this case, but a righteous remnant, the remnant who have found the narrow way and the strait gate; of whom the world is not worthy but for whom the world is worth preserving, as the ancient city was preserved for the ten righteous souls. They may think that Mr. Asquith is becoming too indifferent in this democratic age to aristocracies and minorities, even to the true aristocracy to whom Christianity ministers, and too much obsessed with the modern feeling for quantity over quality, and material comforts over character.

But in any case it will remain true that classical scholarship offered, in the reading of Plato and Aristotle, only a student's heaven.

In fact it was for this very reason that Christianity triumphed originally over it, and that the dispassionate rationalism of Plato and Aristotle paled before the Gospel of Christianity. The Jews and Greeks of Alexandria, Philo and Clement and their likes, read their Plato diligently but they found it wanting; there was a gap between the human and the divine which Plato did not fill, even with the image of Socrates, and which Christianity *did* fill. And they took Christianity and Platonized it, until they had a Divine Man and a divine life for man, and after life an immortality and a great assize before a divine judge, and a heaven not so temporary as Plato's nor half so mechanical for the righteous; nor yet on the other hand so merely national and secular and material, I suppose, as those apocalypses and those kingdoms of God, about which the imagination of the Jews had played so long, before Christ came to spiritualize them.

And if this be so, it was rather absurd and unhistorical of Oxford to go back to a classical Paganism which had already had its day and had been found wanting. It was paying too high a price for Platonic love and sound scholarship and sympathy with Greece and Rome.

Besides, and finally, it is rather absurd to be more Platonic than Plato. What is there to show that Plato would have rejected Christianity as "foolishness?" He was less Greek and narrow than the other Greeks; rather one imagines him saying of it—"I was hard put to it to find 'nobles lies' or myths; but here is a 'mythos' much more noble than mine, and much less obviously a lie than some of mine: at the worst much better than mine; at the best, infinitely more noble and more true."

I think that the next substitute for Christianity was Comtism. Comtism was not a power in Oxford in my time; it was in its dregs (these substitutes for Christianity soon reach their dregs). It had spoiled and discredited one beautiful College, which had once flourished as the home of Evangelical Christians. It had been already torn with schisms; the original Church of Comte, the church of the marrow, so to speak, had been divided and subdivided, and there were now three sects or thereabouts of Comtists, numbering in all perhaps less than three hundred souls in Great Britain. They composed for their services a new Saints' Calendar, a calendar of great men (save the mark!) and at these services—so it was said—they commemorated—space!—a euphemism perhaps for the silence and the desolation which they had wrought in the beautiful gardens of Wadham, where the cedars of Labanon now wasted their sweetness on the desert air. Those Comtist services, by the way, must have been rather like the services which Ellery Channing conducted on this side of the Atlantic for his Unitarian congregation. There was a church, or chapel building, and in the church a table and on the table a glass of cut flowers, and behind it the blameless and devout Channing preaching ethics; beautiful ethics based on the goodness of God; but if you cut away the authority of the only man who has ever made the goodness of God a common passion and a general inspiration, the topic may leave you cold, and the cut flowers are hardly a sufficient ritual to warm you up again. I am reminded of a powerful passage in Wesley's diary, where he records his visit to the then new Unitarian chapel in Norwich, England; ah me! Many Sunday mornings have I spent in my childhood in that chapel, beguiling the anthems and the sermons with my grandmother's comforting cough drops. Wesley was not so young as I was, nor had he my esoteric consolation; and

he says frankly that he preferred to its high-flown ethical ministrations "the old coarse gospel." "The old coarse gospel!" was ever better irony? albeit irony inverted and indirect; it is worthy of Newman.

To return to the Comtists, if you worship Humanity, not as raised to Divinity, in one definite exemplar, not as reconciled daily with Divinity, by the same exemplar, not as freighted with the same Divine name in the last low whispers of the death-bed, not as steering back to a divine port, under the same pilot's hand upon the helm, when the bar is crossed, but Humanity just as it is, broken into a hundred lights and shades, good, bad and indifferent—well, it is all too vague and unsubstantial, and the root of the matter is not there any longer; the Figure is gone.

"The Face which will not vanish; only grows,
Or decomposes but to recompose"

and in its place merely an average French pedant, neither more interesting nor less than hundreds of others; inferior no doubt to many of his followers. Even as Walt Whitman was inferior to his Canadian disciple, Dr. Buck.

The next idolatry, I think, was the most local, the most silly and the most picturesque. Oscar Wilde was my contemporary in Oxford, in fact sat opposite me and beat me for a scholarship at Magdalen, which he won and sent me thereby to a cheaper and smaller college, more suitable to my means and origin. I bear him no grudge on that account. But the cult of the beautiful which he ultimately established, known as Astheticism, was I think the merest posing and posturing, so far as its creator was concerned, though no doubt sincere enough in a foolish, heartless, brainless way in many of its disciples. Young men and maidens went about, the men wearing ties of pretty neutral colours, very faint and fair, bluey greens, and greeny blues, and browny yellows and yellowy browns, etc., etc., while as for the women, clothed "with a green and yellow melancholy they sat like Patience on a monument, smiling at grief." (Shakespeare's foreknowledge was prodigious). Their houses were similarly draped in yellows and green of a dull soft hue. Mr. Pater wore similar ties and threw the authority of his reputation and style—the style of Patristic pretiosity—over the movement. But best of all Gilbert and Sullivan came to its rescue and at once ad-

vertised and annihilated it in the best of their operas, infinitely the best I think, though for obvious reasons the least popular—named after the passage of Shakespeare, I suppose, which I have quoted—"Patience." "Patience," dealing with a very esoteric recondite and academic folly, a mere literary maresnest, has only once, I think, appeared in Toronto and now would be unintelligible; but it is beyond praise for its delicate wit and satire; it is more like Aristophanes' *Frogs* and *Clouds* than any of the other Gilbertian operas; they correspond rather to the inferior Aristophanities, to the *Acharnians* and *Knights*; mere broad popular skits of a political character. But "Patience" is literature as well as a satire on literature, as the *Frogs* and *Clouds* are literature and satires on literature; on Euripides and Socrates.

And the target of the satire, Wilde, if he was a poseur was also a poet and has written some good and moving verse like "the ballad of Reading Gaol;" he damned himself by his private life which was very mad or very bad; but fortunately his private badness or madness could not damn his poetry; in this strange world of contradictions and compensations it even helped it; for it inspired "Reading Gaol," and Reading Gaol" has passion and reality in it, and the posing has passed.

It is all forgotten now, that flimsy superficial thread-bare aestheticism, but it made some good writing in Pater and some admirable satire on good writing in Gilbert. "Patience" ought to live in spite of the ephemeral nature of the fashion it mocked and caricatured. It is a pity satire as good was not forthcoming for other literary maresnests of an earlier date; for the alleged poetry of Walt. Whitman, for example, which was first mistaken for poetry by a clique of young English literary men, John Mackinnon Robertson, Swinburne and others, who thought it must be unusually good poetry because they liked its politics, and yet could not read it as good prose or ordinary poetry. Swinburne, of course, soon repented; and the real poets of America sat on thorns all the time as they listened to the English praise of their brother-poet—Emerson, Lowell and Longfellow. They could not exactly object; it would have seemed very ungenerous; but Lowell expressed pretty clearly the opinion of this so-called "original." "A true 'original,'" he says, "does not need to advertise 'originality' by tumbling tricks nor by

appeals to cliques and claques." It is a pity Gilbert was not writing then to demolish Whit-mania as he demolished the fad of aestheticism and the posing of Wilde.

There have been plenty of other fads since, more sincere but less picturesque. I belonged to a College which had the honour of counting among its Fellows, Francis Newman, the brother of the Cardinal, infinitely less impressive both as man and stylist, and yet of course a good scholar and a keen intellect. He succumbed in his old age to the eastern fad of vegetarianism, without the eastern justifications of heat and climate. I call all these fads artificial substitutes for Christianity when the holders of them manifestly came to attach more importance to their fad than to the breadths, depths and heights of Christianity. And I think it was so with Francis Newman: he did not become enamoured of vegetarianism until he had ceased to be a Christian. How could he? How could anyone mindful of Christianity with its indifference to the body, to the pampering of it, to the starving of it, with its superiority alike to asceticism and voluptuousness, with its single thought of reaching the heart through the body, whether you reach it by gratefully accepting from humble souls their alabaster boxes of precious ointment for your weary feet, or gird yourself to wash your disciples' weary feet? How could anyone so mindful of such a Master come to believe that it was the food which entered into a man that defiled the man? He might as well have become a Jew of a narrow kind and centred his endeavours and aspirations on avoiding pork. I won't say that this was George Eliot's fate. I don't suppose she ever took stock in the dietary system of the Jews (no doubt sound enough originally for Judaea), but she also appears after relinquishing Christianity to have relapsed into a creed whose chief merit is that it produced Christianity, that it was the spiritual source of Christianity. When she and Francis Newman had swept and garnished their houses, after evicting Christianity, they naturally had to let them willy-nilly after a time—since houses and human nature abhor a vacuum—to inferior tenants.

Then there are the idols still with us, the idol of total abstinence—the pendant to vegetarianism—the idol of Peace, perhaps the pendant idol even of war.

The idol of total abstinence, or Prohibition, seems to me the least idolatrous. If a man has become the victim of the craving for alcohol, I suppose his best chance is to become a Turk and to make a religion of total abstinence. It will be an easier religion than Christianity exactly in proportion as it is a lower one; and for him who has a narrow and proportionately low aim in view it would seem to be for the time at least, a better expression of the truth. It cannot be a religion obviously without terrible loss for anyone else; but of course it may be a harmless or even a useful or even a necessary habit and a duty for many persons with weaker brethren about them.

I don't think as much can be said for the idol of Peace; though all of us can say more now, when we see the general demoralization and spirit of violence created by war, than we used to say during the war and before the war.

Peace is so obviously either a merely external thing, or again, when it is not external but spiritual, is so obviously compatible with war, nay so often is conditioned by or is the offspring of war, that it is difficult to comprehend how people as highminded as Mr. Goldwin Smith set such store by it. There was much more peace in France among Frenchmen during the war than ever before or since; much more peace in England between Capital and Labour during the war than before or since. Even for a moment at least in 1914 more peace in Ireland itself (for the first months of war) than before or since; the deepest and best peace, the peace from envy, hatred, malice and all uncharitableness, the peace which triumphs over false doctrines, heresies and schisms, by triumphing over hardness of heart, their fruitful breeding ground. The peace from political brawlings and tongue bangings and silly politics seems only to be possible in war: for extremes meet. The people who write as if external Peace were everything seem extraordinarily callous to everything spiritual. Conversely I am not aware that anyone in our Empire ever did worship War before the Great War, and I am sure no one does now. War seems to be the condition often for the greatest virtues of a nation to rise to the occasion and deploy, for all the youth of the land to show the heroic virtues of youth, for an overdressed Christianity to fling aside its veils and trappings and stand revealed as the religion of the Cross and of self-sacrifice, and as

the doctrine of thousands who never before called themselves Christians; but for all that, none of us—except the Germans—idealized war. On the contrary, we all fancied it was already an anachronism, even up to the night of August 3rd, 1914. There were plenty of people ready even then to put Peace in the place of Christianity, but no one in our Empire I think ready to put war.

There are half a dozen other fads, literary, scientific, moral, which have had their day and say in my time and have ceased to be. There were people who made Carlyle a gospel. The war ended that gospel, if any of them survived so long. It became too obvious that with all his genius Carlyle had idolized a German idol, for him to remain himself an idol. There were people, I think, who idealized Chinese Gordon, just because they had forgotten the warning about calling any man master. Chinese Gordon himself was not one of them, however. There were others who set up even Mr. Gladstone on a rocking pedestal; it rocked like other picturesque rocking stones. A politician can hardly hope to preserve his balance at a giddy height; his profession betrays him: he has to hunt for votes and discredits thereby sooner or later his divinity. There were good people again on this continent who set their hearts on Abolition and Equality as the solution of the negro difficulty. The abolition of slavery seemed a part of Christianity, at least of the spirit of Christianity. The equality of franchise which went with it seems by no means a part either of the letter or the spirit of Christianity, any more than it has ever been part of the British spirit of compromise and of the British distrust of logic. It has never yet been introduced into the British treatment of coloured races; it was just a piece of French or Greek or Irish or American logic pure and simple, and it led to so much injustice and absurdity and misgovernment in the Southern States, that people were almost tempted to sympathize with Hawthorne, who had resisted abolition itself, just because (he said) it was a poor substitute for Christianity. The poorer substitute, equality of franchise for the negro, soon disappeared under one form or another. A broader and deeper Christianity might have served the United States better, by saving it from the extremes of shallow logic. Most of the abolitionists—but not Lincoln certainly—

put equality in place of Christianity, in spite of a certain ominous text about the straightness of the gate and the narrowness of the way, which does not seem to tend to the doctrine of equality and to universalism, but to the doctrine of the remnant.

There have been medical and medico-moral fads which have dashed themselves to pieces against the walls of fact and might have been avoided by a less narrow interpretation of life and wiser and more reserved interpretation of Christianity. There have been anti-vaccination fanatics, and anti-vivisection fanatics and vivisection fanatics; I doubt if any of these fanaticisms will survive the test of life and experience. The anti-vivisection fanatics have the larger portion of Christianity obviously; but if the callousness and brutality of continental vivisection is prevented by the humanity natural to surgeons alike and to laymen generally in our Empire, are not the worst evils of vivisection both for man and beast avoided? To ask more than that, to turn anti-vivisectionism into a sort of eastern cult of animal life, into a species of vegetarianism so to speak, does not appear to be a broadening but a narrowing of Christianity. It was well defined by a certain Bishop of Edinburgh as "morality up in a balloon," morality, that is, divorced from the ascertained facts of life.

It is much more difficult to measure substitutes for Christianity which have more claim to be the natural outcome or development of Christianity, some of which number devotees by the hundred in our midst, and are the fashionable religions of the hour, Christian Science (so-called), Faith-Cure, Spiritualism and Theosophy.

I know, and most of you know, devout Anglicans who have their own system of Faith Cure and practise it successfully for all those obscure nervous disorders called shell shock and nervous depression. No one doubts the power of the mind over the body, nor is the Bishop of London, I suppose, the only devout Christian who has been able to transfuse his spirit into the heart of a trembling woman, waiting for an operation for cancer, and thereby to carry her safely through the operation. This is surely a true return to early Christianity. I suppose the system is abused often, and certainly is likely to be abused in such cases where the maladies of the body are strictly physical and not psychological in origin. Frankly, I do not know enough about Christian Science or Theosophy to discuss them intelligently. But they

stare us in the face to-day, America being the land of every fad, quackery and nostrum under the sun, the forcing house and hot-bed of every imposture and charlatanry; partly because of American idealism and hopefulness, partly because of American helplessness and ignorance, but chiefly because of the waning of American Christianity, and because America displays to the old world "a whole population of men and women on the lookout for a religion." And the very number of these winds of doctrine, blowing from every quarter out of Aeolus' bag and creating every kind of cross blast and counter-current, drives a shivering mortal back into the shelter of an established Rock of Ages, and makes him think for a moment that it were better even to be sagging and yawing to and fro, rising and falling in the intellectual doldrums, where no new breezes come, than to venture into the cyclone.

But perhaps the most startling product of the decline of a serious Christianity is the persistent recurrence from time to time of a foolish spiritualism and of the superstitious follies of table turning and spirit rapping. A devout rationalism, or a rational religion will reject these things offhand, like astrology or palmistry or other sciences falsely so called. It is not credible *a priori* that a God of Love and Wisdom should communicate to us from the dead through tables and chairs; that stools should come hopping across the floor to paw our knees in remembrance of sons lost in the war. If it *were* so, the God of such a creation would not be the Christians' God, and we should still lawfully prefer the God of Christ's imagination for our worship to this mumbo jumbo. As Lincoln said to the ministers who came from Chicago to announce the voice of the Lord to him, "I have no desire, gentlemen, to resist the voice of the Lord; but how does it come to me via Chicago?" How does it come to us via stools and chairs and tables? Plato had an answer for that question, the mediaeval church had an answer, the same answer at bottom. Some of our modern mediums themselves even have given the same answer. *If* these things have any reality, if they are not imposture or self-deception, they come from spirits, but from evil spirits, from the carnal and worldly and filthy spirits who, being filthy still, are still hanging around their earthly purlieus, eager to take the first opportunity of regaining some sort of physical

shape and of making some sort of physical demonstration. That is why—Plato seems to suggest—churchyards are full of ghosts and why taverns are haunted by spirits of different kinds. No one imagines that Sir Oliver Lodge was the first to be captured by this heresy. Seventy years ago the poet Lowell—as you will see in the first volume of his letters—was being importuned to take part in these seances and was refusing. I suppose no one is likely to investigate the phenomena more carefully than Professor and Mrs. Sidgwick did for the Society of Psychical Research. They reported that there was evidence in abundance for the visits of spirits, but unfortunately much less evidence for the visits of good spirits, spirits with a purpose in view and a real service to render us. Good spirits, in short, do not spend their time in vacuous visiting any more now, a good deal less perhaps, than they used to do while still on this unprofitable earth and beneath the influence of the inconstant visiting moon: they are not at the beck and call of every venal medium nor even of every venial mourner.

I have left over to the end what is *the* artificial substitute for Christianity in all ages, but especially in this: a good time in this world, on this earth. This is not merely a substitute for Christianity in its eclipse or decline: it is the cause of this eclipse or decline. Not only so; it is an older creed than Christianity. It preceded Christianity in the world and its own eclipse and decline was the occasion and partly the cause of the triumph of Christianity. If Mr. Seeley be right, the Christian Church triumphed because the world had become very grey and sorrowful and the idea of a good time here had been turned into a mockery. It was not so much that Christianity made a grey world as the opposite, that a grey world turned men towards Christianity. While the Roman Empire was prosperous and thousands of people were happy in a way and comfortable, Christianity was foolishness to the intellectual Greek and to the average sensual Roman, though the Roman had a fund of emotion and sentiment behind his sensuality which made him a more promising subject for conversion than the complacent philosopher of Greece; but when neither sensuality nor intellect could find much satisfaction or distraction in a world of sorrow, men naturally turned to a religion which accepted sorrow, which had in it the secret

of resignation, which was not drunk with the wine of that silly optimism such as arises continually in eras like our own of great material prosperity. The Christian Church, that is to say, was ushered into the world by sorrow, and has been elbowed out again of recent years by prosperity and its attendant insolence and heartlessness, by wealth and its concomitant recklessness and love of excitement.

Two witnesses the other day, before the Senate of the United States testified that they could get all the money they wanted for journeys to Russia and enquiries into its Bolshevism (including, apparently, the chances of importing Bolshevism into the United States) from the idle and rich women of New York, who did not know in fact how to spend half the money they received, and who were deadly hard up for a new sensation and a new sense of power. They seem to have given the Senate the impression that their feminine clients were not so much philanthropists on the lookout for new charities, as pleasure seekers on the lookout for a new thrill; that they loved the thrill and not the pauper.

This is an extreme case; but quite apart from the extreme cases of New York levity or Buenos Ayres levity, every one is affected either by the spread of luxury in the last fifty years, or by the spread of education which has made the theory of luxury common property, or by both. Everyone is familiar with luxury to-day either in practice or in theory; and for the moment it appears to offer an earthly paradise; to promise a millennium here, and to adjourn for six years at least, perhaps for sixty, any debate upon the academic and unreal scruples of a Hereafter and a Heaven and a Great Assize. Pagans like Plato may have dreamed of all these things, before Christianity popularized them, but the twentieth century can afford to forget with equal insouciance both Plato and Paul. That seems to be the line of thought of the good-timers. In other words, the twentieth century is filled with ambitions and discontents mis-called divine; begotten by free imagination and universal education dallying with distant and inaccessible luxuries. Education teases the world and makes a Tantalus in every household. The *Globe* printed the other day the letter of a workingman in England addressed to the

various candidates who were after his vote at the recent election. It was apropos of this earthly paradise and secular millennium; it ran as follows:

"I read of a world that raced at Ascot, yachted at Cowes, shot in Scotland and wintered on the Riviera; a world that bought first folios of Shakespeare and original works of Rembrandt and Corot; a world that paid its guineas to hear Patti, Caruso and Paderewski; a world that, satiated with pleasure, tried big-game hunting in Africa or mountaineering in the Alps to cure ennui. I have read of such a world and dreamed of it. That has been my portion. I could have had more pleasure but I have been prudent and have saved for a rainy day. Now, Messrs. Candidates, you have heard my story; what of my brother, back, maimed and scorched from that hell in France? What of that other brother whose bones lie bleaching on the sands of Arabia? What of them and their children and my children? What will you do for them? For myself I do not ask much; I have grown used to my life and have gone beyond much enjoyment of another. But my children and their children, they are on the threshold of life. I have taught mine much of the joys and glories of that life; they are eager to cross the threshold. Messrs. Candidates, are you going to bar the door to them as you did to me?"

That is well expressed; the workingman, so called, is perhaps one of "the intellectuals" whom the Independent Labour Party has lately recruited; it is well expressed—"clotted nonsense;" (the phrase I believe was first used by Cobden or Cobbett of the pages of Thucydides, which he had not found time actually to read, but with which contempt had bred already in his mind a certain vicarious familiarity) the phrase itself is good, even if misapplied to Thucydides; I think it is better applied to such letters: they are well-written "clotted nonsense."

How many professional men, how many doctors, lawyers, schoolmasters, professors, can indulge the ambitions so eloquently described? How many can carry out this alluring programme? How many ever will be able? Why, even if predatory politics and Labour legislation enable us to "pinch" the millionaires' money much more successfully in the future, even if, like the ancient Greek blackmailers, we can learn the hiding places of the ripest figs upon the tree of riches, and can climb high enough to squeeze

them, even so, the programme will be out of reach. If all the millionaires of Canada could be bled for their last dollar to-morrow, I presume that I, and the other paupers who read this paper, might receive, each of us for his own share, a cheque for ten dollars perhaps and fifty cents. A man might buy therewith a dozen golf balls at a country club; a woman might pay therewith a fraction of the cost of the fraction of costume required for one ball at the same place; otherwise the programme would be as far off as ever.

My impression is that the *Globe* will continue working eight hours of the night in the publication of these programmes and the workingman working eight hours of the day, in order to sleep well and dream thereof, but that neither of them nor the professor nor lawyer nor doctor will get much farther on the road to elysium and the Riviera, than, let us say, Muskoka Wharf; until at least the day comes when the exhaustion of the coal of Pennsylvania drives all of us or our grandchildren, editor, workingman and professor, to take an indefinite trip, single fare, to Demerara or Venezuela, or one other of those tropical resorts, whose sombre allurements were described, involuntarily, by the late O. Henry.

And meanwhile, even for the millionaire himself, as well as for the countless thousands who are to share the inexhaustible spoils, some things will remain the same as ever, and inject a fly into the ointment or infect the ointment with a fly; and cast a certain shadow over the good time. There will still be pain; there will still be sickness; there will still be idiocy and lunacy; there will still be bereavement. I would have added—if I were not assuming the spoils to be inexhaustible—there will still be poverty and the poor with us always; but anyhow there will still be death for all, with its worse herald for many of the seeming lucky ones, senile decay; and worse than all these, there will still be conscience, with its power of making cowards or heroes of all men, with its power of breeding disgust and loathing of all “good times,” with its power of building domes and minarets, pinnacles and towers more majestic than any Gothic cathedral of the middle ages; even a many-mansioned Heaven; and therewith also an everlasting dungeon called Hell.

But some "good timer" objects that these are only fictions exploded once for all by German kultur and German higher criticism, with all the other fables of theology. Far from it; because, if these things are once exploded as historical and revealed facts, they only become more unassailable than ever; for then they become spiritual facts created by man's necessity, born of his own inner needs; if they do not rest on history and a historical Revelation, they must rest on human nature, a tougher pedestal and a more firmly anchored base. And so the farther they fade historically the deeper they go back for their foundations beyond history into human nature, and the more adamant those foundations become. If these doctrines were delivered once for all from on high by a revelation, we might still, like Prometheus, defy the Power that gave them; but if they are a product of sheer experience, a reflection of mere living, who is going to detach us from that experience, and who will deliver us from that life?

Christianity prevailed—the higher critics sometimes say—because it met the needs of human nature. Presumably then it will stay till those needs change; until youth and conscience and poetry and love and loss, and all the other illusions, which, according to the critics, have engendered Heaven and Christianity, have passed away. Christianity will last our time, then; or, to be more correct, it will last as long as Time lasts. Perhaps that seems long enough for the present purpose. Meanwhile the artificial substitutes, even "a good time," last a few years only; "six years, six little years, six drops of time." Because after all is said

"How small of all the ills that men endure
The part that kings or laws can cause or cure."

The bulk of the ills remains beyond the reach even of this "new era;" out of range even of our mad optimisms. There is no answer to them except the answer which Christianity—historical or natural—has already given; which Christianity, as revealed by Christ or as revealing itself in Christ, has already furnished.

Of course what I said of scholarship is true again here. It is inevitable that the people who are bent on making this earth into a Heaven and who think they can do so, should be indifferent, blind and deaf to any other voices than the voices of this earth; while the others who turn away sooner or later from this wandering planet as essentially transitory and tentative, should be lukewarm, and callous somewhat, about social betterment; it is a pity, perhaps, but human.

Finally, to put the matter positively instead of negatively, how much happiness do the artificial substitutes offer? How much happiness worthy of the name does even "a good time" promise? How much happiness is there ever in the world and what are its sources?

There is happiness, a little fitful happiness for the student to whom comes the sporadic but recurrent intellectual flame; the Platonic eros; the sense of intellectual insight and inspiration.

There is happiness, much more of it, for well-treated childhood. There is happiness—for a time at least—for the young wife and the young mother. There is happiness of a quieter and more lasting sort for hosts of simple God-fearing persons of every age and race and clime and class.

And the sources of it are human nature for the children and young wives and young mothers and students. And for the rest, for the simple God-fearing people of all ages and every age, though it be not a material but a spiritual happiness, and be nearer peace than happiness, the one fruitful, abundant and unending spring of this peace is still just Christ's Christianity.

COLLEGE AND SECONDARY SCHOOL DEPARTMENT

UNCONSCIOUS EDUCATION.

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I am acutely conscious that it is a presumptuous thing for me to venture an address to College and Secondary School teachers upon any subject connected with education, and while I am deeply concerned with the education of the young men and women of Canada and am impressed by the opportunities that have come to me, I am not in any strict sense a trained educationalist. I remember very well, as a student in Jena, talking to Professor Rhein, famous teacher of "*Pädagogie*," and wondering what his subject consisted of. There was no such thing as Child Psychology in the Scotland in which I was brought up. The influence of the parish school was still supreme, although the parish schools themselves were, in the early eighties, becoming absorbed in the school board system. But the parish school, with its obvious limitations, was a great factor in the making of Scotland. The Reformation under John Knox did more for education than it did even for religion. It established in every parish in the land a school, which was under the control of the minister of the parish. The schoolmaster was chosen by the Kirk Session, and it was rarely that he had any assistance. He was generally speaking a "*stickit minister*," that is a man who had gone through the eight years training required for the Presbyterian ministry, and had then discovered that he could not preach, or that he could not make others believe that he could preach, and so, as he was interested in learning, he became a schoolmaster with a salary of about \$800 a year. Beyond this, there was no attempt at a system. The schoolmaster had nobody to control him except the minister and the Kirk Session. He was almost invariably left alone to do what he liked. There was no grant given by the Government, and there were consequently no exam-

inations aiming at uniform standard and excellence. Holidays and time tables were entirely in the teacher's control. If there had been a day's rain, and the streams were just beginning to subside, he could dismiss the school and go off with his rod. The result was the encouragement of those who were clever and the neglect of those who were stupid. The child with brains was nursed along. He was given all kinds of work that would never fit into any regular school curriculum, and prepared like any prize fighter for these great tests, the Bursary examinations in the University, whereas the child without brains was well thrashed for the lack, and that being done, the whole duty of the school-master was supposed to have been fulfilled. It was a singularly free and easy system, and judged by the standards of to-day, hardly worth taking into account. Its only justification was pragmatic. It did, on the whole, turn out boys and girls with knowledge enough on two or three essential subjects to take their place in life, and with a sufficient reverence for knowledge to be anxious to learn more. The things in its favour were these. The teacher was, as a rule, a man of deep learning and of genuine interest in books, nor was he tied by any undue sense of obligation towards the children as a whole. The fee paid in the country districts consisted of a few pence and some peats to place upon the fire. The speed of the teaching was the speed, not of the average, but of the clever child. The subjects taught were few, reading, writing, arithmetic, Scripture and Latin, and yet a good deal must have been taught in the time. In removing to Canada I happened to find my father's copies of Ovid, Virgil, and Caesar. My father was taken out of school when he was fourteen, but these books were full of notes in his own careful handwriting, and what he had learned he had learned soundly enough to be able to help me when I was going through the same mill. After some years of a Scotch school, I was sent for four years to one of the great English public schools, Sherborne, of which no very favourable picture has been drawn in the remarkable book published recently called "The Loom of Youth." There again there was an entire lack of system, except as far as regarded games. Hours a week were spent on the writing of Latin and Greek verses, and in the effort to turn Macaulay into the periods of Cicero. Nothing was really taught except Latin and Greek, and yet in the teaching

of those, a boy got some sense of the flexibility and music of his own language. The English public school boy of that date never learned any English grammar or composition, but wrestling with the dead languages gave him a sense of form, and an idea of the structure of a sentence that no other discipline could afford. And then, through several of the forms, there was the daily task of learning off by heart twenty to forty lines of the *Æneid* or the *Odyssey*. The memory was so trained by practice that the thing came to be done in an incredibly short time. For more important than rhythm or language, concentration was taught by the exercise; you remember how Morley in his "Reminiscences" tells of the continuance, in his old age, of this practice of memorizing great literature. As I look back the thing I remember is a window seat in the grey school library which had three and a half centuries before been the Refectory of the Abbey. It was there among the freedom of the shelves that we made the great discoveries:—Shelley's "Queen Mab" and "Adonais," with the mental upturn that followed the reading of them: these great quarto volumes of Howell's "State Trials," Ranke's "Lives of the Popes," the collected edition of Swift. That love of books, with a physique of steel, is what an English public school gave me.

After school there came in Glasgow University three years of Arts, three years of Law, four years of Theology, and a year in Damascus working at Arabic; with summers spent in one or other of the German universities, or gloriously idle in a sailing boat among the Hebrides. I am sure you will agree with me when I say that this casual training gives me no right to appear before an audience of technical educators.

Every man, it is said, has one good book in his head, and that is the story of his own life, provided it be honestly told. He who will describe with truth a situation as he has known it, will at all events have a point of view. As a natural result of this haphazard upbringing I find myself more than dubious as to the value of completely wrought systems of education. Such systems imply a good deal that does not exist. Or where they do not imply this, they evade the difficulty that individual cases present by assuming that there is a certain round of things that everyone must grapple with in the same way. And so the teacher of to-day finds himself thrusting a large number of children along a road that, to

many of them, is obviously uncongenial. He can see the spark of interest here and there, but, bound as he is by system, it is not possible to stop and fan that interest into a flame. Every real teacher has his interest in the particular child, but time presses; a time table quenches his spirit and the slothful and the dull have to receive their opportunity. For the system, as we know it in Ontario, supposes that education means the acquisition of a certain number of facts which are likely afterwards to become available in the business of life. The thought that the main purpose in education may be to awaken and interest, to pull up a blind, even if it have to be drawn down again the next moment, to open eyes upon a new scene of life, to arouse curiosity, not to thrust the child but to follow the child, all this is hard to embody in a system. And yet we know that in many things in teaching, compulsion is futile. You may create an opportunity, you cannot create a kindling of mind. Is there any greater waste of time and temper and money than is involved in the attempt to teach an unwilling child how to play the piano. Think how, as parents, we have suffered under this delusion. Think, too, how we have perjured ourselves by our applause as members of a victimized audience. Some children have music in them, and some have not. It is well to give a child the opportunity of showing whether it has any interest in music, but to persevere with the unwilling is most assuredly but vanity and vexation of spirit. And yet when the State undertakes the business of education, and education is emphatically the business of the State, there must be an end to any happy-go-lucky arrangement. There must be a system. The problem that it well nigh passes the wit of man to solve is how to preserve some measure of real freedom within the system. The restrictions imposed by a school course upon the range of knowledge are deadening alike to teacher and to taught. Subjects are prescribed and the teacher, year in and year out, has to grind the treadmill. If he has a hobby, there is at all events one subject upon which he is likely to be interesting, but he dare not, at the peril of his professional life, try to infect his classes with his hobby. The effect upon the teacher is inevitable. He has to limit himself and he becomes limited. He gets to know intimately his narrow ground. If he is a scholar, he will also be a rebel, plucking constantly at the chains; but if he be a dullard, he will be

satisfied that he has got his work in hand. When he has got his work in hand, he has intellectually ceased to live, and the child will lose all those digressions, those overflowings of enthusiasm, which are the interesting things in teaching. What we set ourselves consciously and deliberately to do is very often commonplace stuff, but if we touch our pet subject or are stung into opposition, we are likely to display for better or worse what we really are. The teacher, however, if he follow the code, has so to keep himself in hand by sticking to the required task, that he becomes little more than a machine.

This is not a criticism made from outside upon the work of one of the most devoted and most poorly rewarded sections of the community. The teachers themselves are most conscious of the numbing effect of this work. They are overdriven by the trivialities. I find hardly any teacher satisfied with the conditions under which he is working. No one knows better than he that to put all children through the same mill is to deaden enthusiasm. It is to reduce the speed of the convoy to the speed of the slowest tramp in it. The work of the teacher would be tenfold as interesting, if his own individuality were allowed to count; and the pupil, however he may put the thing to himself, knows perfectly well when the teacher is alive. What we are all striving for is a teaching that shall give more play to the individuality of the teacher, and will allow him, too, to encourage the nascent intellectual interests of the child. As I look back upon the Bible teaching I received, I remember learning many times such useless stuff as the order of the plagues of Egypt, and the lists of the kings in Israel and Judah, as if things like those were of any importance whatever compared with the broad lessons of truth and righteousness that the history of the Old Testament and the prophets have to teach. Many of you, I feel sure, will bear me out in this, that when you were being instructed in English history, you were taught that the eighteenth century was hardly worth considering in comparison with the period of the Stuarts and the Commonwealth, whereas we know now, from our maturer standpoint, that the days of the younger Pitt were the most vital times in the Island story. Coming along the corridor in Queen's, the other day, I heard one student say to another, "What is this League of Nations, anyway?" and behind a question like that how much would not one

imagine of grind on the part of some student, poorly equipped to begin with, on matters that were by comparison trivial, while there was ignorance of that vibrant history that the newspapers of the day are giving us.

1. Education means the awakening of interest, and interest should awaken first of all *in the home*. The home is the first and the greatest of the unconscious elements in education, and if the teacher is ever to be able satisfactorily to do his work, he must have with him the sympathy of the home. To many a boy the school master is an enemy, and school routine the thing to be evaded by any means, fair or foul. That is the attitude of the normal boy, and unless it is counteracted by the interest and enquiry of the home, the schooldays will consist of a guerilla warfare against authority. The fact that Johnnie is sent out of the house with his bag and books for the day at half past eight, does not release Johnnie's father and mother from any further concern in the matter. But if round that table, at breakfast, there are being discussed the matters of this most interesting world, if the paper is regarded, not first of all as a stock broker's list or as a compendium of the price of pigs, but as the record of the play and counterplay of those vast forces that this war has unloosed, every lad will go to school with the idea that this is a world in which things are happening, and he will read the papers with an interest that no school book contains. After all, if the father is a dull dog, what can he expect his son to be, and if the mother is a Martha troubled about many things, she can hardly expect her girls to go out with the sense that life is a great adventure. I remember being told by a wise man that, what he thought about when he was shaving determined the whole set of his day. I feel sure that what the family talks about round the table does more than anything else to help or hinder the teacher in the school.

But again, to draw upon memory, when I was a boy in the early eighties, there arose in Scotland a debate which continued for several years. William Robertson Smith, the editor of the ninth edition of the *Encyclopædia Britannica*, was professor of Hebrew in Aberdeen. He wrote, himself, in the ninth edition, the articles "Bible," "Deuteronomy," and "Exodus." The first article, the article on "Bible," took the view, now so familiar but then so strange, that the Pentateuch was not the product of one

age, but the result of centuries of work. Various strata of narrative, dating from periods far apart, had been edited by some one of prophetic temper about the same time that the book of Deuteronomy had been written. Then came the article on "Deuteronomy" pointing out the resemblance between the linguistic forms of that book, which had been ascribed hitherto to Moses, and the Hebrew of the prophet Jeremiah. Finally in the article on "Exodus," Robertson Smith raised the whole question of the origin of the Decalogue. As I have said, the debate went on for years. In the end Robertson Smith was dismissed from his professorship, but the cause for which he stood has now come to be accepted as an axiom of Old Testament scholarship. The effect of that "Heresy Hunt" in Scotland was great. The newspapers were filled with it. Every shepherd knew the pros and cons. But in my father's house the interest was intense. Robertson Smith was a familiar figure there. The whole question of liberty seemed to be concerned. We all began to read for ourselves, to see whether even in the English version we could understand what the scholar was speaking about, and certainly it was that that turned my own interests to Semitic study. Then there followed, in that time of disquiet, other issues, one associated with the name of Professor Bruce, over the Synoptic problem. How does it happen that Matthew, Mark and Luke have such great resemblances and such great differences in content? Had they behind them some original written documents or were they the outcome of oral tradition? That question, too, sent every household to study for itself. And finally, there came up the crucial point of evolution, raised through Henry Drummond's book on the "Ascent of Man." Drummond was a great figure in student life, a man of singular charm, and virility, and saintliness, and the personal as well as the intellectual interest was awakened in that case. But the effect of all this on the average household was that questions of first rate moment were constantly discussed, and whatever the result might be, the process meant the awakening of interest and the creation of the spirit of liberty. Those religious questions that held the field thirty years ago, have now passed largely from our view, but there are other questions just as vital before us to-day, and nobody sees as rapidly as does the teacher, whether in the child's home there is any interest in the things of

the mind, or whether parents and household are swallowed up in the cares of the day, and the merely material rewards of work.

2. The second of the unconscious things in education is that of the unfettered use of books. It is a great thing for a child to be turned loose in a general library. Is it not David Copperfield who describes his early reading, how Fielding had been his friend, how he had never seen in Fielding, in boyhood days, the things that maturer life recognized to be crude and dangerous? He is an unwise parent who forbids certain books to his children. If those books are on his shelves, he may be justified in "losing" them, but he should certainly never say they are not to be read. We are all pretty human, and the thing that is forbidden is the thing that is sweet. Macanlay, too, says something in his "Letters" about the plays of Mrs. Aphra Behn. He remembers now, as a child, he had devoured them and then going back to them in mature life, was scandalized with their grossness, and yet the lad missed the danger and took out of them the things that appealed to himself. There is no such enemy of sound education as the cheap magazine of to-day, whether it be the stuff turned out by the yard that floods so many of the American magazines, or the shallow pieties of a good deal of our so-called religious literature. It is not only that they are weak in themselves, but they encourage the young to read in snippets, and they destroy the value of the big book. Turn the child loose in a library, and you will be amazed at the kind of stuff he finds himself interested in. I know a child of nine, who could completely lose herself at any time in Spenser's "Faerie Queen." She is the only person I have ever known who was not bored to death by that classic, but for her it meant imagery, rhythm, and those far fields beyond the hills. As teachers, you have all yearned for some sign of originality and of freshness, and you have found it in those children who had access to books.

3. Next there is the interest in nature. It is a great thing for a child to have been brought up in the country, to know the habits of the birds and their notes, to have spent long days on the banks of the stream and to have watched the places where the trout lie. It was that great scientist, Sir Humphrey Davy, who thanked God that he had been in an idle school. For after all, it is not the dead facts which come through books that are of chiefest

interest, but those other living facts that can be read in nature. And he, who has eyes to see, will never weary in this land of great expanses, if he be left by himself. Nothing has more to do with our happiness in after years, than the natural trend of our leisure thoughts. The hours when the mind roams free determine character far more than the conscious efforts of the will. And some minds, left to themselves, wander to the things that are unhappy, and some to the things that are unkind, and some to the things that are hateful; but he is indeed to be counted fortunate, whose mind turns back to the things of his youth, or forward to the house that he is about to build, or to the garden which he is going to lay out, or to the long days that he hopes for, when with field glasses hanging over his shoulder, he will betake himself to the undergrowth to watch the ways of the birds. Encourage the hobby. One of the most eminent men of science of our time was brought up, an orphan, to herd cattle. Long days in the field trained his eye, and when he was thrust into a city as an office-boy in a lawyer's office, he spent his Saturday afternoons in gathering, in the pools that the tide had left, objects of the shore. He started a little aquarium, this boy with five shillings a week, and when the British Association came to Aberdeen, he exhibited his collection in one of the sections. An Irish zoologist told the lad that if he ever thought of studying science, he would be glad to do what he could to help him. It so happened, that after six years in the office, the young lawyer's clerk got dismissed one Saturday for going to hear Jenny Lind sing, when he should have been copying a deed. That was the striking off of the chains, and the beginning of his career as a scientist. Beetles, birds, butterflies, everything in nature is the ally of the teacher.

4. One of the greatest of the unconscious elements in education is sport, and the kind of spirit that rearsport fosters. We speak of "playing the game" and, of a course of action that may legally be right but that morally is dubious, we say that "it is not cricket." In the phrases we imply that there is a certain way of carrying oneself which makes for self-respect, and a certain victory which may be more unworthy than the completest of defeats. Anything that will deepen this spirit in the young is a great factor in the making of character. But indeed certain elements required for success in sport have much to do with the

very making of a man. As you all know, the Canadians at the Front had the reputation of being able to have a certain measure even of comfort where other troops only existed in misery. It was not only that they were good "borrowers," for between infantry, artillery and engineers, the sense of mine and thine is not highly developed; but they knew how to go about the business, because there was in them the memory of situations which would have been nothing but discomfort but for their own resourcefulness. In Belgium, camping places behind the line got trodden until the surface became knee deep in mud. The old countryman pitched his tent and then laid his tarpaulin under it on the top of the mud. The Canadian, on the other hand, dug a circular hole three feet deep and of a diameter not quite equal to that of his tent. He then built up sandbags about eighteen inches high around the rim of the hole, and outside of the sandbags again he dug a ditch into which to drain the water off the tent. He then started up a roaring fire in a brazier made out of an old bucket, and thoroughly dried out the interior of his tent. The result was an abundance of dirt, but it was dry dirt, and in their periods in the rest camps men slept, and roasted the rheumatism out of them. The Canadian, in short, was the man who had learned in the woods how to make the best of a situation, and under these miserable surroundings of war he was willing to take trouble on his own behalf. It was the Canadians, too, that invented the raid, nor shall I ever forget the excitement when the forty-eight men of an Ontario battalion, who had been rehearsing the business for ten days behind the trenches, brought in their prisoners who were wearing the new and improved type of gas-mask. In that raid, so daring and unexpected, the Canadians lost but one man, and he was killed by tumbling into the enemy's trench on the top of his own bayonet. But in this effort again there was the spirit and quiet of the man who is fitting himself against the cunning of nature. Or if you take the record of the flying-men again, you find that it was essentially a Canadian business. Six thousand out of ten thousand pilots at the end of the war were Canadians, and they were the men who had played hockey, and on the swiftness of keen ice had learned on the instant to plan their attack. I cannot believe that the running of a motor boat engine will ever produce the same resourcefulness as will the handling of a sailing

boat, where the lad stakes his own skill and watchfulness against the strength of the elements and the slightness of his own skiff. We all know that concentration is the first element of success in the intellectual life, the power of rapid work, the ability to elaborate and to set down in its freshness your first conception of a situation. But what merely intellectual study, which may be spread over an indefinite time, will ask of you such concentration as the handling of a sailing boat in a heavy sea, or any fortnight in a canoe, when for so frail a craft in lake or rapid each wave is a separate problem and each swing of the paddle an action with a purpose.

5. It is hardly necessary for me to speak of the place that life's friendships have in moulding character, or of the moral muscle developed by those who have learned in a hard school the value of money and the spirit of contentment. We who are concerned with the business of education in the narrower sense of the word have to depend largely for the final fruits of our labours on conditions which can be reflected on no system. We are working within a range of things which can be affected only slightly in any such period as a generation. A general love of good literature cannot be created in a decade. It is a matter of the national trend of mind. The awakening of the home to the importance of the teacher's work is not to be brought about by the waving of any wand. Parents' Associations may do something, but this generation of children on which you are working will be able to do a great deal more. The teacher has to remember that even when he is dealing with refractory subjects which seem to be impervious to any efforts of his, he is really helping to create a type and still more to produce a character that in some measure resembles his own. A boy may hate grammar, but the teacher, if he is a human being, is all the time teaching the boy things more important than grammar. It is this fact which makes the life of the teacher worth while. The teacher's work is a mission, not an occupation or a profession. The teacher is inculcating the lessons that remain longest, when he himself is off his guard, when he is the natural man, when his humour utters itself, when in spite of all codes he strolls off into the by-way, when he drops the text-book to open the eyes of those wide-eyed children to the things that never were on sea and land. And if he is able to maintain his own humility of

mind and let the children feel that even for him most questions are open questions, he will send his pupils forth with a temper not to be satisfied by a material attainment, but with the sense that life is a thing of great spaces and of great ignorances, where cheer comes not from the praises of others, but from the hopes and the interests of a man's own heart.

MODERN LANGUAGE SECTION

STANDARDS IN LANGUAGE TEACHING.

MISS ALICE WILLSON, RIVERDALE COLLEGIATE INSTITUTE,
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We are at this present moment at an important cross-road in the history of modern language study in Ontario. It will probably be decided during the next two years—perhaps during the next year—whether Ontario schools and universities are to broaden out in this department or to relegate it to the background altogether.

It is easy to see two very different classes of opinion amongst Canadians. One kind of man usually begins by condemning the study of German as unpatriotic, and then, after laying great stress on the value of technical training and applied science (he is keener about the application than about the science, as a rule), expresses the opinion that studies which prepare people for the "duties of life" in an age of keen competition in efficiency are the most important. There is no room in our curricula, he thinks, for these subjects which, to his mind, are of doubtful value from such a point of view. He condemns modern language study altogether at first, but, remembering that business men and bankers are crying out for Spanish correspondents, he modifies his statements by saying that French and Spanish ought to be retained and taught "practically." He frequently concludes his remarks by telling you stories of people he knows who learned a language thoroughly in a few weeks.

The other class are those who recognize that the understanding of a modern language is valuable, chiefly, if not solely, because it is the key to the understanding of a modern people. And the understanding of modern peoples is the most important duty of the nations to-day. If this duty is not performed, if the leaders of thought in the different nations do not learn more of the mental attitude and aspirations of each other, the League of Peace will fail.

Here in Canada it seems to me that the first of these two varieties of opinion is the more usual, and it is a great pity, but it is perhaps not surprising. We are further away from the European turmoil than England is and it is not so evident to our people as it is to the Modern Languages Commission in Great Britain, for example, that the war was caused largely by the nations' ignorance of each other and that the League of Peace is not unlikely to be wrecked by that same lack of understanding—by "our ignorance of France, our greater ignorance of Italy, our abysmal ignorance of Russia." It ought to be clear enough in Canada, however, that a more general knowledge of French would help solve some of our most pressing problems. Unquestionably the universities everywhere must provide courses of modern studies, including the history, geography, literature, economics, art, sociology, philosophy of each of the great modern nations and the key study, the necessary qualification for entering upon these studies, will be, of course, a knowledge of the language in each case.

To come down to actual conditions here in Ontario, we are faced with some puzzling problems. Some of them were set before us a few weeks ago in a *questionnaire* sent out by the Matriculation Board. Should Spanish and Italian be matriculation subjects? Should French be compulsory? Ought the character of the examinations in languages to be changed? I find the last of these questions extremely interesting, because, after all, the character of the examinations is an indication of the character of the standards we wish to set up. Before we can answer it we must ask ourselves some other questions. What standards *do* we wish to establish? What do the universities want from the high schools in modern language teaching? Do they want a knowledge of reading and writing only or a speaking acquaintanceship? What do the public want? If they want us to produce matriculants who can speak French and understand it when they hear it spoken, is that an unreasonable thing to expect? Can it be done under present conditions? Can present conditions be altered? If so, how?

We shall not be, by any means, all of one opinion, but one thing is certain. What Ontario matriculation candidates are themselves aiming at is clear enough. They wish to be able to

translate a prescribed text into English and write ordinary simple French with a fair degree of accuracy. They regard the teacher's efforts to maintain attention to pronunciation and oral work generally with an interest which grows feebler and feebler as the examination approaches. A teacher who insists upon taking such work as dictation in a Fourth or Fifth Form often sees evidence of impatience and annoyance. The pupils think it a waste of time because "it doesn't count on the examinations"—and I have known successful teachers who went further than their pupils in this direction.

Then there is the question of the practicability of oral methods with large classes and short periods. It is undoubtedly difficult to be sure that a certain number are not shirking work altogether if one keeps entirely to oral methods with a class of forty. But, in spite of all this, I think that more could be done to improve pronunciation and to train ears and tongues.

Much could be done, first, by improving the teachers, and second, by making a complete change in the character of the examinations. When I hint that the Ontario modern language teachers' practical control of the languages they teach is something *qui laisse à désirer* I do not wish it to be understood that I am throwing stones at my fellow-teachers or at the university professors who trained us. Canadian universities are not peculiar in this respect. They are much better than many. I well remember, in Paris, a graduate of a famous American university, a man who had taken high honours in French as what he called a "major subject," who shone in textual analysis (in English) of the *Chanson de Roland* and whose efforts to make himself understood were a never-failing source of innocent merriment to all those of his friends who did not happen to be in the same boat themselves. There are, of course, the two very distinctly different sides to language study, and Anglo-Saxon minds and methods tend to emphasize the book side. The best practical linguists are usually found amongst those nations whose own language is not widely known. Nevertheless we can change our Anglo-Saxons' minds and methods if we choose.

The character of oral teaching could be improved by encouraging foreign study and by insisting on teachers making a careful phonetic analysis of the sounds of the language before they under-

take to teach it. Let a year in Europe or even Quebec or a year in Spanish America count instead, of part of the time at least, at the Faculty of Education. Of course I know that it would be quite impossible to convince some people of the reasonableness of this last suggestion, but to my mind its reasonableness is abundantly evident. Furthermore, scholarships might be given at the university which would send students to foreign countries or summer courses might be provided in Quebec.

Then as to the examinations. In my opinion it is quite possible to alter the whole character of our matriculation examination so that it will have the effect of encouraging attention to oral work—if that is desired, and I think it is desired. Then if the standard in control of the spoken language, were raised for those entering the honour courses in modern languages probably the University of Toronto could do what Bryn Mawr does—give all the honour lectures in the foreign language. At Bryn Mawr, I am told, the first year students are just as completely aghast at the prospect as our first-year students would be, and there is a great scurrying about to borrow note-books, but they soon get used to it and the results are excellent. It is an important fact, that the more teachers and professors expect the more they get in this kind of thing. The plan would go far (especially if combined with increased encouragement of foreign study) toward raising the standard of oral teaching.

Our matriculation examinations are not based on a rational consideration of the subject. They are based on the classic tradition, modified a little by special considerations. It was felt that a paper on prescribed texts was an easy test and this led to ranking the two papers as separate subjects; so that now we have the extraordinary phenomenon of candidates failing and passing at one and the same time, in one and the same language. Candidates often pass with a high mark in something which we are pleased to call "Authors and Sight," while failing in composition. The truth is that if you mark an examination on a prescribed text at all leniently it is no test at all, and if you mark it strictly you are marking chiefly for English composition.

The whole matter should be reconsidered and we should have a new type of examination on a more rational basis. Perhaps something could be suggested by the consideration of methods adopted elsewhere.

About twenty years ago a group of patriotic Frenchmen, of whom Ernest Lavisse was, I think, the leading spirit, eager for the advancement in foreign countries of the study of their language, induced the University of Paris to establish an examination and issue a certificate to foreign teachers of French. The character of the examination and the method of conducting it were decided upon with a clearheadedness characteristically French. Of course the fact that it is held in Paris and that candidates must have attended university lectures there for at least one academic year is its most important provision, but the examination itself, although not at all difficult, provides careful tests of *all sides* of the candidates' attainments. Here are its requirements in brief:—

(a) Translation of a passage from your own language into French. (This test is not as hard as our matriculation prose paper.)

(b) The writing out in French of a *résumé* of something read aloud to the candidates. The reading takes about fifteen minutes.

The result of these two tests is posted up in a day or two and only the successful candidates may present themselves for the *épreuves orales*. These are three in number and based upon the three lecture courses chosen by the candidate during his year (1) on the history or geography of France; (2) on a prescribed text—one of those on the programme of the license; (3) on a third *cours* or *conférence* chosen by the candidates.

I repeat that the examination is easy—easier than it sounds, but it really does what it is, of course, intended to do—tests the candidate's control over the language in every way, tests ear, mind and tongue.

It seems to me that we could copy it with advantage in at least three points.

(1) We could have an easy written test to eliminate hopeless candidates. This would save time, tempers and money for both the university and the candidate.

(2) We could adopt the plan of testing the ear by reading a paragraph to the candidates for reproduction. Even if, for pass matriculation, this *résumé* were in English, the test would be a good one and it is an easy one to conduct.

(3) We could use prescribed texts as a basis for oral examination into a knowledge of idiom instead of for translation into

English. I realize that the practical difficulties would be greater here, but they are not insurmountable.

It has been suggested that these tests of the practical work of candidates for matriculation could be made by inspectors during the last year of work.

Certainly, whatever other changes are made, we should get rid of the absurdity of considering "Authors" and "Prose" as if they were as different as algebra and geometry.

In conclusion let me say that as we are all looking forward to a new era in modern language study, we must all do our share in trying to bring it about, by endeavouring to rouse in our own schools and communities greater interest in language study and nation study and more realization of the importance of it.

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An Open Letter to the People of Ontario

ON

THE TEACHING OF FRENCH

BY

JOHN SQUAIR

DECEMBER, 1918.

UNIVERSITY OF TORONTO PRESS

THE TEACHING OF FRENCH IN ONTARIO

By JOHN SQUAIR

WE seem to be at one of the great turnings of history. Many new things may date from this year of peace, 1918. Hopes are high that popular education may receive a new impetus. In England the Governmental machinery is already stirring. Commissions to investigate the state of the teaching of natural science and modern languages have prepared elaborate reports.

ACTION IN CANADA.

In Canada something very important has been done for the encouragement of natural science in the creation by the Dominion Government of the Advisory Council for Scientific and Industrial Research. And modern languages should now receive attention also. If a Modern Language Commission was necessary in England much more so is it here. The old lady of Westminster, sometimes regarded as no early riser, is awake, but her daughters of Canada from the Atlantic to the Pacific are apparently still enjoying their slumbers. The things of the hand and the stomach seem to interest our ministers, inspectors, and other leaders of education more than the things of the mind. It has indeed become almost bad form to speak of that part of the human mechanism.

IMPORTANCE OF FRENCH.

In Canada it is particularly desirable that secondary schools and universities should give an adequate training in the languages of the two great races inhabiting the country. In English-speaking Canada no more important subject can have a place in our institutions of learning than French. As a great medium for the communication of knowledge in all departments of science, erudition, history and criticism, it is unsurpassed. For strength, clearness and elegance it is the superior of all living languages. Its poetry, drama and fiction are of wonderful richness, variety and elevation. It is also the mother-tongue of a large section of our fellow-citizens to whose minds and hearts it ever opens the way. Failure to comprehend their language dooms us to perpetual failure in comprehending them. Racial misunderstanding and national dis-

integration will be in Canada the wages of the neglect of French studies. Learning French and teaching it to others constitute for us a lofty, patriotic duty. And not least, a knowledge of French is of supreme importance in acquiring a correct mastery of English. Since Norman times French and English have touched at so many points, in such a variety of ways, that in the thorough understanding of either a knowledge of both is essential. To the English student an acquaintance with the clarity and dignity of French is a constant corrective of obscurity and commonplaceness. The elegant phrasing of French is for the English mind a healthy stimulus in overcoming a certain proneness to clumsiness and looseness of style. There is great need to-day in English Canada in the midst of noisy, vague, inaccurate, illogical utterance, private and public, of French sanity and clearness. The movements of French literature, too, for three centuries have so dominated English, as well as all other literature, that there can be no proper grasp of the phenomena of literary development without a thorough grounding in the history of French letters.

OUR DELINQUENCY.

But hitherto we have not risen to the full height of our duties and privileges. Far too small a number of our English-speaking citizens have been able to speak, or even read, the language of France. In this we have been content with small achievement, so small indeed that the French of Ontario has become a byword. Let us hope that the hour of awakening has come. A half million of our sons rushed to save France and England, the mothers of civilisation, from the attack of barbarous invaders, and some fifty thousand of them sleep over there in the soil of France which they died to defend. No more shall we be indifferent to France. No longer can she be a thing remote. Her smiling fields, her cities, her churches, her people, her institutions, her language, her literature, will become the objects of our affectionate contemplation. We will investigate the defects of our systems and methods, and having discovered where we have fallen short, we shall apply the remedy.

BETTER OPPORTUNITIES NEEDED.

No better material for making scholars exists in the world than we find in the youth of Canada. But we have failed to give our students sufficient opportunity to learn French well. We have not permitted it to have a place in our primary schools, and a stiff, formal Entrance Examination has long forbidden ready access to our secondary schools, and has raised the age of entrants beyond

the point at which they should have begun their study of that language. And in these secondary schools a crowded curriculum has made it difficult to get sufficient time to do more than acquire a knowledge of elementary grammar and a limited vocabulary. The number of hours per week devoted to French is often ridiculously low. Correct pronunciation and the elements of a speaking knowledge, always slow to acquire, have been much neglected. Naturally, too, the introduction of the high school student into the rich fields of French history, geography, institutions, literature, the fine arts, and so on, has been impossible, and he has come to regard the subject of French, despite its breadth and richness, as narrow and jejune. The teacher has been generally overworked. He has had all his teaching time taken up with elementary drill; and extra time, which should have been given to widening his own knowledge and to renewing his enthusiasm, has been spent in correcting endless exercises. The discouraging circumstances felt by all students have been accentuated for boys by the fact that they saw very few men, as teachers or otherwise, who were occupied with the subject. They came, not infrequently, to feel that, whatever it might be for girls, it had no particular interest for them. Often, too, the teachers have not had the training to give them firm footing amidst the many difficulties of practical French, nor the breadth and depth of culture necessary to enable them to give their pupils inspiring glimpses of the rich fields in the upper reaches of their subject. For the teacher must aim high. While teaching elementary things like grammar, pronunciation and the first beginnings of conversation, he must ever realise that fullness of power in French will come only after much knowledge has been acquired and many enthusiasms experienced. The silly person who imagines that French conversation is something that can be learned in a few lessons detached from all other studies has had a pernicious influence. The narrow outlook is fatal to high achievement.

THE CHANGES NEEDED.

The hour has come for two great changes without which progress is impossible: French must have more time devoted to it in our secondary schools, and there must be an elevation of the standard of teaching. Extra time should be got by beginning the subject at least a couple of years sooner, by securing more frequent lessons during the week, and by teaching smaller classes. The aimless years often spent in our primary schools could well be shortened to provide this extra time. An impetus would also be given by the distribution of more prizes to worthy pupils. The standard of teaching should be raised by increasing the knowledge of the subject

on the part of the teacher rather than by exacting knowledge of pedagogical methods. Each teacher should spend a sufficient time amongst French-speaking people to become familiar with the spoken language and with French ways of thought and life. Lower Canada should be much more utilised than it has been hitherto.

A stupid prejudice against the French of Quebec has often hindered Ontario people from profiting by the accessibility of such a large and homogeneous linguistic group. The higher institutions of learning of the two Provinces should unite to establish a system of interchange of students for the learning of the two languages. There should be, too, a considerable increase of male teachers in the subject. Less laborious drudgery should be imposed on *all* the teachers. Much more complete libraries should also be furnished the teachers in works of reference, history, travel, the drama, poetry and fiction. And particularly should periodical literature be abundant, for procuring which the contiguity of Quebec might be very useful.

PUBLIC AND PRIVATE GRANTS NEEDED.

All this will involve larger expenditures of public funds or endowments by private citizens. The founding of prizes and scholarships or of libraries by private persons has not yet become a favourite form of activity with us. And it is a little surprising that this should be so. We are supposed, as a people, to love learning, and we have plenty of wealth if we were disposed to use it aright. It is to be hoped that henceforth, throughout the land, gifts for the endowment of old-fashioned learning will be more frequent.

THE WORK OF HIGH SCHOOLS.

It should be possible to bring high school pupils far enough forward by the end of their course to enable them to read easy French, to understand it when it is read or spoken to them, to express themselves in French regarding common things, and to have some idea of the rôle France has played in the world. Above all they should be filled with that sympathy for their subject which will urge them to acquire still greater knowledge.

THE NEEDS OF THE UNIVERSITIES.

In the universities three important kinds of changes are demanded: Increase of staffs, increase of time and better material equipment. Increase of staffing is necessary to permit of greater sub-division in undergraduate, and particularly in graduate courses. The great extent of the French field in both time and space, and the activity of French genius in all its phases, make many courses

imperatively necessary. The narrow view that the French staff should confine itself to language and literature must be abandoned. All things French: in history—linguistic, literary, social, religious, political, commercial; in geography—physical, political, economic, must be treated by the French staff, for they are the most competent. Nor must the France that lies outside be neglected, such as colonial France (Algeria, Madagascar, Indo-China, etc.), and extra-territorial France (Belgium, Switzerland, Quebec, etc.).

TO ENCOURAGE MEN STUDENTS.

Encouragement should be offered to able students, particularly men, to devote themselves to French. Scholarships and fellowships should be created. In addition, an attempt should be made to lead men students to prepare themselves for service in business with foreign countries. French is one of the great international languages and in all countries men speak it. Even if one desires to go further and learn other languages, such as Italian and Spanish, French can hardly be dispensed with. It is a natural starting point for all kinds of linguistic research, even in the Scandinavian and Slavic fields. Its knowledge is important in the whole realm of international relations. Moreover, our young men should be brought to realise the value of French as a training for the Canadian and British Civil Service. Englishmen are feeling very keenly just now how delinquent they have been in providing well-trained linguists for the diplomatic service. Canada and the overseas Dominions might well share in the duty of furnishing recruits for the military, naval and diplomatic services of the Empire. Our universities should seriously consider this important matter.

NURTURE OF ERUDITION.

The nurture of erudition is another thing which needs serious, nay, even anxious attention. Canada has been sadly deficient in this. Our scholarly journals are very few in number. There is great need of a series of Reviews in all departments of scholarship, very particularly in French and the other Romance languages, and these must grow out of the labours of university staffs. For this, too, a great increase in library equipment is required. The French department of the library of the University of Toronto is generally considered by competent persons to be well selected and contains little that might be regarded as deadwood, but there are many gaps in it, and for long years to come it must enjoy large accessions if it is to become an efficient mechanism in the production and dissemination of scholarship.

All these things will require funds. Whence are they to be derived? The Dominion Government, in the midst of its munificence to natural science, ought not to forget the equally strong claims of such a practical language as French. The Province of Ontario will do its share. But an opportunity also is afforded to private persons, alumni and others, to aid in this great work. The English Modern Language Commission looks to private generosity as a great source of income for modern studies, and already there are signs that private generosity will liberally respond. Such gifts as that of Mr Arthur Serena to Oxford and Cambridge of £20,000 for the founding of chairs in Italian studies are proofs of the awakening that is going on in England. Surely alumni and other friends of learning in Canada will now bring their gifts and strengthen those things which have ever been regarded as the foundations of civilisation. The subjects which, by aiding industry, make an appeal to the love of gain, will not be neglected. It is the things of the mind which are in danger of being overlooked.

ENDOWMENT OF PRIZES.

Large amounts of money are needed, but small sums can be well employed and their identity preserved in endowing for longer or shorter periods, prizes and scholarships in secondary schools and other institutions wherever French is taught. A hundred or two dollars would endow in perpetuity a prize in school or college. A thousand or two would endow a larger scholarship in similar institutions. Four or five thousand would endow a fellowship for post-graduate students. Twenty-five or fifty thousand would endow a lectureship or junior professorship. Sums of from five hundred to five thousand dollars would endow special departments in university or college libraries. Individuals or groups of persons (e.g., graduating classes) can help in these, or in other ways not mentioned here, to establish French studies on a more efficient basis. It would be a great pity if the present moment were allowed to pass without accomplishing something for the culture and peace of Canada.

FRENCH IN THE EDUCATIONAL SYSTEM OF
ONTARIO.

JOHN SQUAIR.

The *Open Letter on the Teaching of French*, published by the present writer in December last, has provoked a certain amount of discussion, although much less than the importance of the subject might have led one to expect. Still there has been perhaps enough to justify a consideration of some of the points which have been raised in private correspondence and in the public press.

An old friend, who since then has passed away, was good enough to send the writer a letter in which he expressed the view that "the prime cause of the present unfortunate position of French is the insufficiency of the universities," and that "the second main cause of the situation is our examination system." Farther on he expressed the hope that the *Open Letter* might conduce to the creation of "a proper opinion as to how modern languages should be taught."

Here in his last statement, the finger is put on the greatest of all reasons for the present condition of affairs. There can be no doubt that it is the lack of "a proper opinion" amongst our people which prevents improvement in schools and universities. There are very real difficulties in the way of learning French in Ontario, but they might be largely overcome if the "will to do" were strong enough. Unfortunately the desire for intellectual progress, never at any time too strong in the history of Canada, seems at present to be weaker than ever before. At all events the frequent appeals of educationists to the desire for material gain make one feel that faith in the things of the mind is running low and that there is a real danger that older-fashioned linguistic and literary subjects may disappear from educational curricula. The signs of the times are not good and we may well have anxiety regarding what the future of schools and universities is to be. One should not be accused of being over-pessimistic if he expresses his apprehensions with respect to the industrialization of educational machinery. The development and maintenance of an atmosphere favourable to linguistic and literary studies are

becoming very difficult and the present is perhaps the most suitable moment for strengthening the study of French that any of us shall ever see. If we do not make some progress now we probably never shall.

But the private letter already referred to laid chief stress on the insufficiency of the universities and on faulty examination methods. And since several journalists have also laid the chief blame on the universities, let us pay some attention to this charge. It may be readily admitted that the universities of Ontario have not acquitted themselves very brilliantly of their duty of teaching people to use French. The proofs of this are manifest to all. They are to be found in the scarcity of those who can speak or read French. How many of the graduates keep up the habit of reading French books or newspapers? The almost complete lack of such material in our book-stores is a reply. Measured, however, in the same way, the failure of the universities to teach English would be almost as completely proved. One sees almost as few of the current English periodicals of the higher sort exposed for sale in the book-stores of Ontario as of the French ones. But surely no competent person will say that these institutions have performed their functions less creditably than the other institutions with which they are linked in this work. No, let the pot not call the kettle black. The truth is that the whole system constitutes a vicious circle from which any one part can with great difficulty disengage itself. All the parts are givers and receivers and broadly speaking can hardly act independently of the others. Naturally, the critics who see that something is wrong will have short and ready remedies, and in our day when people are given to the magnification of so-called practical ways, "direct" methods will be regarded as indisputable panaceas. Hence one of our Toronto journalists thinks that if the student were never to hear an English word in any French class efficient teaching would be enormously increased. It may well be that our universities do not use French enough as a medium of instruction, but to say that only French should be used in French classes is a doctrine to which many would properly demur. A very complex problem indeed presents itself in connection with the matter and a variety of solutions suggest themselves according to the attainments and purposes of those who teach and those who learn.

Capable teachers and zealous learners will find better ways and means than any doctrinaire outsider who may have very vague views as to what courses in French are for and what may be done in them. Doubtless, ability to express one's ideas in spoken French and to understand the ideas of others expressed by the tongue is of immense value in linguistic and literary matters, but it is not everything. It is a great thing, but it is rather a means than an end,—certainly it is not the only end. If it is safe to try to define briefly what the "be-all and the end-all" of French studies is, it would be better to say that it is the understanding of the French mind, past and present, and this certainly is a more comprehensive thing than conversational power. And even if acquisition of capacity in oral French were the only end it would be rash to suppose that the honest struggler in that arduous path might not get many a helpful lift upwards by means of his mother tongue. A new idea in grammar, phonetics, semantics, criticism, æsthetics or the like is often difficult to convey to a beginner even in terms of a language with which he is familiar, and the honest teacher, although quite convinced of the value of "natural" or "direct" methods, may be thoroughly justified in using the illuminating word or expression contained in the mother tongue. Still, let no teacher forget that trying to speak French and understand it by the ear is of great importance to the learner and must form a large part of truly successful teaching, bearing in mind that all the clever devices of advanced "direct-method" pedagogy will of themselves produce small results if the mind of the pupil has not been furnished with abundant French view-points.

Throughout this article it is assumed that our teachers of French mainly are, and must be, native Canadians whose mother tongue is English. But this is a large question and cannot be adequately discussed at this time. It will suffice to say that we in Ontario must settle it as it has been settled in most European countries by using our own sons and daughters, with proper and adequate instruction, for doing most of the work of teaching foreign languages. Foreigners can however be advantageously employed under certain conditions where large staffs are employed.

Another point in the letter referred to above was our faulty examination system. The writer probably meant here to refer to the lack of oral tests in connection with our Departmental and

University Examinations. At the first blush the oral examination would seem to be very useful and indeed quite indispensable. But those of us who have been actively engaged in teaching and examining for a long time in Ontario know that it has been tried and abandoned, and some of us who have been called on to administer smelling-salts to victims of swooning or to investigate curious cases of personation know why oral tests fell into disuse. A new generation might, it is true, find them more easy of application and they might certainly be useful in calling the attention of teachers and students to the department of practical phonetics, neglect of which is at present all too common. But the crystallization of a pious wish into a law or regulation does not always prevent the good intention from becoming a paving-stone in the floor of the inferno. *L'enfer est pavé de bonnes intentions*. Unless we can get new conditions in the class-room, new regulations in the examination hall will produce little effect. A new spirit in the body of the people and in the Education Department is the desideratum. Then perhaps parents and school boards might demand effective oral teaching of French, and oral examinations might synchronize more frequently with inspectorial visitations.

In reading the various criticisms in newspapers and private letters one learns one thing above all, and that is that there are many shades of opinion regarding what can be accomplished and what should be attempted in schools and colleges in the matter of learning French. One critic seems to think that proficiency can be easily obtained, whilst another regards the acquisition of the foreign tongue as practically hopeless. One thinks that a reading knowledge is all that should be aimed at, whilst others would forbid the practice of translation altogether. Another tells you that the learning of a few conversational phrases is vain and idle and that if you have not been made able "to think in French" you have gained nothing. And some will even tell you that grammar is an insane and diabolical invention which should be relegated to the limbo where lie the smouldering remnants of mediæval pedantry discarded by a progressive world. In the midst of this conflict of opinion, which certainly tends to hamper real progress, let us once more for a few minutes essay the oft-attempted task of clearing up some of the confusion in which we find the aims and methods of teaching French to be involved.

Why then should we teach French in our schools? Is it too obvious a thing to repeat that it is because the history of our English race has been so intimately interwoven with the history of that alert and enterprising French race in all forms of human effort that we cannot understand ourselves unless we understand it? The French language is the key to a vast storehouse of humanizing treasure whose knowledge is vital to us Englishmen, and particularly to that branch of our race living in Canada. Do we need to say why a knowledge of French is so important to us English-Canadians? Everybody knows. Through lack of this knowledge not only do we fail to understand our own mentality and our past history, but also we fail to understand our present social and political situation. One third of our fellow-citizens are strangers to us. We can scarcely understand their newspapers, and apparently, if the evidence of directors of public libraries is to be taken, we rarely read them. Our members of Parliament cannot follow a debate conducted in French. A prominent journal of Toronto, edited by a Unionist member of Parliament, made the statement on March 20th last "that in the House of Commons, out of more than one hundred and fifty members on the Union side, it was impossible to find one man with a sufficiently intimate knowledge of French to act as Deputy Speaker, who could follow the course of a debate in French."

This lack of understanding is, and has often been, a potent cause of political difficulty in Canada and it is not likely that we have seen the last of its mischievous effects. If the loss of intellectual and artistic advantage will not make us pay heed to the study of French, perhaps we may be influenced by the possibility of political danger to take a more serious interest in the matter. Let us hope so.

And what is needed in our schools and universities? Chiefly the following things: more time, and better teaching. More time should be obtained by beginning the study of the subject earlier and by more frequent lessons during the whole period of school and university life up to graduation. Our pupils usually begin the study of French at too late a period. Relief should be found by beginning the subject in the public schools or by having a less formidable entrance test for admission into the high schools. Two or three years more time for French is needed, and there is

no better place to get that time than at the age of ten or eleven years, or earlier if possible. To accomplish this it might be necessary to reduce the number of subjects demanded in the public school or reduce the standards of attainment in the various subjects. And no harm, but great good, would come to the majority of pupils if such were done. Let any person look at entrance examination papers to-day and he will be convinced that many things demanded of young pupils might be postponed until they are older. If the "brain twisters" were left out of arithmetic and the difficult questions in parsing out of English grammar time would easily be found for French. For long, long years the incubus of an overloaded public school programme has lain heavy upon the education of this Province. If the Department of Education wishes to make reforms, here is a field of operations ready. The harvest has long been fully ripe. Of course, there are other reforms which might be suggested if time permitted. For instance, the question might be asked whether the creation of a new type of school may not be necessary in the not-far-off future for the exclusive use of language students. If we are to have schools for commerce and the trades, why not also schools for linguistics? For no one should imagine that we have them now. There may be a popular view that our actual high schools and collegiate institutes are such, but, Heaven help them, whatever they are, they are not schools for the languages. They have often done good work in spite of untoward circumstances, but the problem of their improvement is a grave and pressing one, and if it is not properly solved we shall never reach a high standard of excellence in French or any other language.

There would seem to be very little difficulty at the present moment in taking an important step forward by the establishment of French classes in the public schools of our cities and larger towns for the boys and girls whose parents might desire it. It might be unwise to attempt to make such instruction obligatory, but it would be easy to arrange a system of options even in public schools, which would meet the needs of different tastes and aptitudes. Sympathetic co-operation between the Education Department and the school boards of cities and towns would easily solve any financial or administrative difficulties which might be met and help to establish much more solid instruction in French than

we now possess. In this matter as well as elsewhere the Department might be aided by the labours of a good Modern Language Commission.

At this point some critic may say, as indeed journalists have been recently saying, well, then, let us give up the teaching of French altogether; it is merely instruction in the art of translation that we are giving; let us abandon it and make room for the more adequate study of English. But let us not be too hasty. The "mere art of translation" so scornfully spoken of by this journalist is not a thing to be despised. Very good judges there are who insist upon its value as a means of learning English, and there can be no question as to its importance in the learning of French. Many a student may have dwelt too long in this half-way house, most never reach the goal of complete knowledge of French, but all English-speaking people learning French after the period of childhood, must pass by the road on which translation from French into English and from English into French are mile-stones. Let us not be misled by the glib use of phrases. The theorist may tell you to "think in French," "don't allow the English to intervene," and so on, but practical people know that from adolescence onwards the vast majority learn a foreign language by translating from the mother tongue into the second language. It will be generally true that the person who has most systematically gone over his English expressions and found their equivalents in French will be the person who uses both languages the most correctly and the most easily. Students should be encouraged to make from time to time catalogues of the English which they really use and to search carefully for French words and phrases which will express the same ideas.

A matter of the greatest importance to students of French is the coming into contact with those who use that language naturally. The influence of a *milieu* in which the people speak, print and read a language for all kinds of purposes is very great. But it is possible to see students who have never been in France who speak better French than those who have been there. It is possible to learn to speak French in Toronto in spite of the bad reputation which the French of Toronto has in certain quarters of Canada. There have always been a few students about the University of Toronto who have made a good beginning in the spoken language.

Nevertheless, for the average person who has laid good foundations of grammar, pronunciation, translation, general and literary history, criticism, geography, sociology, and so on, it will probably be a great advantage to live among those whose mother tongue is French.

The proximity of the Province of Quebec has often been of great service, in learning French, to English-speaking Canadians, and it is a pity that prejudice has prevented some from profiting by the opportunity thus offered. It is true that most French-Canadians can, from their speech, be recognized as such, just as it can be said of English-Canadians that few of them would be mistaken for Londoners. (And Parisians have been known who hesitated to take lessons from Torontonians for fear of learning bad English.) The fear of so-called impurity of accent has often been a bugbear to prevent the learning of languages. A well educated adult of English speaking origin in Ontario runs but small risk of having his French contaminated amongst educated people in Quebec. A sojourn in Quebec can be confidently recommended, particularly to the high school teachers, as a means of acquiring facility in the speaking of every-day French. Addresses can be given at which suitable arrangements for some might be made. The periodical literature of Quebec is abundant; it can be had quite up-to-date and at low rates as compared with that of France.

It should be urged upon the Education Department of Ontario to enter into correspondence with the Education Department of Quebec with the object of facilitating intercourse between the two provinces. It is quite certain that a liberal and hearty use by our teachers of the advantages offered by the Province of Quebec would soon lead to improvement in our knowledge of all departments of French. There may be many who can go as far as France for a holiday; so much the better, but let us not neglect the good opportunities which lie at our door. We need improvement. We can never be too well equipped for the important duties which are ours. Teachers of modern languages are the bonds to bind together more closely the race groups which would tend to become mutually hostile. They are channels through which should pass the life-giving forces which nourish and vivify the hearts of men. Let all realize how high and important their functions are and do all to fulfil them worthily.

SPANISH IN OUR UNIVERSITIES AND SCHOOLS.

MILTON A. BUCHANAN, PH.D., UNIVERSITY OF TORONTO.

When in August of last year it was announced in the press that Spanish was authorized as an optional subject in the commercial course of our secondary schools, those were most surprised who had Spanish most at heart. The public had indeed clamoured during many years for the recognition of a language of such great economic value in the development of foreign trade; the Dominion Government had begun to do its duty by publishing a handbook setting forth the advantages of a knowledge of Spanish, and was providing for the language in its civil service examinations; the universities of the Province of Ontario had altered their courses and improved their facilities in order to provide more adequately for its study. Our universities went even farther, and asked that Spanish be accepted as an optional subject for matriculation. In the spring of 1918, a deputation representing the Matriculation Board of the Province waited on the Minister of Education, or rather the acting minister, who happened to be the Minister of Forests and Mines. No action was taken at the time, and a memorandum of favourable arguments which was requested and subsequently sent to the genial minister, probably now lies pigeon-holed cheek by jowl with timber claims pertaining to the Spanish River.

As previously stated, the Department of Education made its first announcement in August—Saturday, the 24th. Spanish was to be offered in the commercial course. Principals and teachers immediately plied the Department with questions. They wanted to know, among other things, whether the study of the language was restricted to the commercial course. If provision had to be made in our schools for a new language, it was obviously uneconomical and impracticable to limit it to one class of pupils. Within less than a month, September 18th, a second announcement was published, making Spanish open to all pupils as freely as any other foreign language. At the same time, since teachers of the language had to be provided, it was announced that courses

in Spanish for teachers would be offered during the Summer Session of 1919. Before passing on from the history of the introduction of Spanish into our schools, it may be well to remind you that Spanish was not made a substitute for German when certain changes in the status of the latter were introduced in June of last year. These changes did no doubt facilitate the introduction of an additional language, and if the first step had not been taken it may be doubted whether the second would have been made so soon. Action in the matter could not have been deferred much longer, however, if our Province was to keep abreast of new and progressive changes in educational matters. We know something of the popular cry for the reorganization and reconstruction of our educational system. And we know too that there is an insistent demand for more emphasis in our curricula on the natural sciences and modern foreign languages, and of these the one that has risen to a first place during the last few years is undoubtedly Spanish.

That the action of our Government was welcomed by the people of the Province is attested by the unanimous approval of the Press. One editorial of the many that appeared may be quoted here:—

“ The increasing recognition given the Spanish tongue scarcely needs to be defended. On commercial grounds alone Spanish will be of growing value to Canada as the language of Central and South America. With the Latin-American countries we look for a great development of trade after the war. They will not be exploited to the same extent as before by the Germans, who are hated and distrusted from the Caribbean to Cape Horn. South America has become one of the most important trading areas in the world, and her markets offer a special opportunity to North American countries. In the United States the study of Spanish is being officially promoted for business reasons. The American export interests realize the advantage that Germany's Spanish-speaking agents have given her in the commercial race. Canada should equip herself to get her share, and to keep in touch with the ideas of her southernmost neighbours. On cultural grounds also the study of Spanish has much to recommend it. Among modern languages it is not so indispensable for this purpose as French, but it is the key to a great literature, and it is the medium

of communication with the people of half the new world."—*The Globe*, August 26.

In this brief sketch of the history of the introduction of Spanish into our schools some hints have necessarily been given of reasons for the action finally taken by our Department of Education. In the absence of any statement on the matter, one can only conjecture that in view of the growing demand, it was realized that the language must be made accessible to more than the relatively small number of boys and girls who attend our universities. It is frequently stated, and not contradicted, that only about five per cent. of the pupils in our secondary schools pass into the universities. Some of the advantages open to the five per cent. must therefore be offered to the ninety-five per cent. who complete their education in high schools. We may expect a better appreciation of this fact to influence our secondary school curriculum more and more as the years pass by. Witness the promised extension of commercial and technical high schools which it is planned to provide in all large urban centres. Spanish offers opportunities in respect to a well-rounded course in our schools that have never presented themselves before in the case of languages. Here you have a language that is spelt phonetically, that presents few or no difficulties in the way of pronunciation; that in its elementary stages is comparatively simple in morphology and syntax, and which, most important of all, has a peculiar charm that is not the least of the reasons for its extraordinary vogue at the present day. You, as teachers, have an opportunity that I hope you will grasp firmly. A new era has just opened in educational matters, signalized in this Province by the beginning of a new regime. Some steps in the organization of courses in Spanish had of necessity to be taken without your advice. The Department has had to consult teachers of the language in our universities in the preliminary stages of organization. In such an important matter as the choice of a grammar and texts, you have, however, been represented very ably by Mr. Hamilton, who has taught Spanish with much enthusiasm and success at the University of Toronto High School, and I am divulging no secret when I tell you that the books chosen were the ones he preferred. Having begun so auspiciously, let us hope that you will keep the matter in your hands: organize, choose your own text books, and

better still, as soon as possible, make your own grammar and edit your own texts. Self-determination is a principle that I for one would like you to assert. It is yours for the asking, of that I am convinced. And before I pass on, let me pay a word of tribute to the late Dr. Seath. He did not favour the introduction of Spanish into our high schools. But once convinced of the wisdom of the change, he took up the cause with the enthusiasm of a younger man. He decided no point without consulting those who had taught the language. He never imposed his will on any of us. To watch his growing interest in the subject was indeed a pleasant experience. I recall that one morning he told me with a twinkle in his eye and yet with some mortification that one of his colleagues in the Department had discovered while glancing at a Spanish text submitted for approval, that Uruguay provided schools for defective children, a forward step which he had often contemplated making in our educational system. Louis XIV. once asked a courtier whether he knew Spanish. He had to reply that he did not, but thinking that the king intended to make him ambassador at Madrid, he studied the language and at the end of six months told the king that he knew Spanish. "Well," replied the monarch, "you can now read *Don Quixote* in the original." There are in store other delights and surprises than this precious privilege for those who learn the language of Spain and Spanish America.

We have been over cautious in our recognition of Spanish. Other countries have led where we have only followed. Two years ago when I addressed this association, statistics were cited at some length to show how extensively the language was studied elsewhere. I hoped to have new material to offer with regard to the progress of Spanish studies in England, but I must content myself with some remarks about the founding of the Anglo-Spanish Society. A branch has been established in Scotland, and but for the sad illness of Sir William Peterson, until recently president of McGill University, a similar branch would have been established in Canada. The parent society has taken steps to organize local branches at Oxford, Cambridge, Liverpool, and elsewhere. The officers include many prominent statesmen and scholars; the executive committee consists largely of university teachers. It may not be without interest to read the objects of the Society as set forth in a prospectus:—

1. To promote and maintain friendly and sympathetic relations between the peoples of the British Empire and Spanish-speaking nations.

2. To stimulate in each of the two peoples the study of the language, literature, art, history, and customs of the other; to promote historical research concerning the relations between the two.

3. To advocate and, if possible, provide for (*a*) the endowment of professorships and lectureships in the Spanish language and literature; and (*b*) the foundation of travelling scholarships for students who have shown proficiency in the Spanish language. To encourage the interchange of teachers and students between British and Spanish-speaking universities, with a view to fitting them for academic, administrative, or commercial careers.

4. To arrange lectures, conferences, exhibitions, and to interest the Press.

5. To improve the facilities available to Spanish-speaking students for study in British universities, secondary and technical schools, and schools of commerce; to secure for Spanish-speaking students, duly recommended and qualified, an insight into the methods of British education and the working of British industrial and commercial undertakings; and to attain the same facilities for British students in Spanish-speaking countries.

6. To improve and make more widely known the facilities for travelling in the British Isles and in Spanish-speaking countries, and to arrange for social meetings between members of the Society in their respective countries.

7. To co-operate with chambers of commerce, institutions providing courses in modern languages, geographical and other learned societies.

8. To issue journals or other publications for the purpose of furthering these aims.

The extraordinary demand for the language in the United States has grown apace. When this country entered the war it mobilized a large number of universities and colleges, and in the courses prescribed by military necessity, as the colleges were to provide officers for the army, French was naturally substituted for Spanish. That is now a thing of the past, and Spanish is again taking its place as the most popular foreign language. We

are, however, for the time being more concerned with secondary schools. Last October the attendance in foreign languages in New York City was as follows: Spanish, 22,161; French, 19,065; Latin, 13,686; German, 6,216; Italian, 63. More significant still are the statistics of pupils beginning the study of languages: Spanish, 10,309; French, 6,639; Latin, 3,706; German, 1,097. At the University of Toronto the enrolment in Spanish of the first year rose from 90 (a record enrolment) in 1917-1918 to 275 in 1918-1919. It is obvious that we teachers of modern languages are face to face with a new situation, a situation that requires courage and prudence. The demand is here for a new language, and it must be met. Teachers are naturally conservative; principals and school boards are probably more so, but, whatever may happen in the remote future, provision, ample provision, must be made now in all our schools and universities for a language that is proving itself indispensable in international relations and intercourse. The slogan of commerce has become, "Capture South American trade"; our slogan as teachers must be "Learn and teach Spanish, and without undue delay."

In order that we as teachers may know our duty in the matter, it may be well, even at the risk of iteration, to analyse and weigh the reasons for this new interest in Spanish. The first and foremost advantage which the language possesses it shares with the speech of Shakespeare, its economic value. If you prefer the stigma that attaches in academic circles to the epithet commercial, remember that it is this quality, but in a higher degree, that makes our native tongue the most useful and therefore the most studied language of modern times. Shopkeeping and the almighty dollar have long been recognized as the conspicuous attributes of two branches of the English-speaking world. And yet their language is a key to vast treasures of the noblest products of idealism. May it not be possible, indeed highly probable, that a knowledge of Spanish may also serve other purposes than merely to barter for mutton in Buenos Aires?

The *English Modern Language Report*, to use a short title, setting aside all cant, recognizes as the first desideratum of a foreign language its practical value,—a point that has not been missed by foreign critics of the *Report*. Such frankness soothes the soul and prepares an atmosphere in which alone we can

honestly and sincerely consider the relative importance of languages in our schools. The paragraph will bear repetition:—

“53. We have devoted four subsections to the practical ends of Modern Studies, and we owe no apology for putting practical ends first. Knowledge and training have a clear value in the struggle for existence; and in order to live well it is first of all necessary to live. Practical education is the only foundation on which idealistic achievements can be raised; to neglect the practical ends of education is foolishness; but to recognize no other is to degrade humanity. Moreover, it is to ignore a most powerful motive. Art, poetry, the drama, history, philosophy, may have no ‘survival value’; but men will work for the joy of comprehension, for the joy in beauty, for the joy of creative construction, as they will not work for less inspiring ends. The desire to live well is a most potent force; and it has done and will still do as much to modify the aims of men as the struggle for existence. Culture and civilization are by-products of life; but like some other by-products they may yield a greater return than the parent industry. What gives dignity and splendour to life may be more precious than the life itself.

“54. Thus will be seen what we conceive to be the relation between the practical and the idealistic aims of education. The practical aim of education is to enable men to live as individuals and as citizens. The idealistic aim of education is to enable men to live better.”

It would be interesting to speculate on the relation in the history of civilization between commercial prosperity and idealism. But that would lead us far afield. A superficial glance at the periods in the world’s history when great art and literature have flourished seems to confirm a suspicion that commerce and the arts have a close affinity despite every poet’s complaint since the beginning of recorded time of the indifference of his commercialized contemporaries to the beautiful.

We teachers as a class are reluctant to admit the practical value of the subjects we teach. And yet we are face to face with the fact that our country, like other progressive countries, is making a great effort to expand its trade. If you received a letter like the following, and I could quote many others, would you shrug your shoulders, and answer brusquely, we cannot help you.

because your interests are purely commercial? The letter is from one of our leading banks, which is planning to open branches in Spanish-America:—

“Toronto, March 1, 1919.

“This Bank is contemplating encouraging the study of Spanish among the members of the staff in the city by establishing classes. A considerable number of our officers have signified their wish to take advantage of these classes and we approach you with a view to finding what arrangements can best be made. Mr. —, a member of our staff, spoke to you on the subject a short time ago and advised us that you had then no regular instructor on your staff who could be spared for this purpose, but could furnish us a graduate student until 1st September, when you expect your staff to be better equipped than at present. The number which we have to consider, however, prompts us to ask how many students can be handled by one instructor. It occurs to us also that as we shall have to establish several classes, it might be well to have one class for students who wish to devote a great deal of time to the subject and another for those who cannot concentrate so closely.”

To dwell over-long on this aspect of the matter would entail a repetition of material which I used in my address to you two years ago. There is no one so hardy to-day as to question the economic value of Spanish. That can now be taken for granted. The next step in the process is the providing of teachers. Our Department of Education has wisely concluded that by previous training and experience those best qualified for the new work are our university graduates in the modern languages. The only alternative would have been to import foreigners, or to assign instruction in the language to teachers trained in commercial subjects.

The question at once arises as to whether the study of Spanish can serve other and nobler purposes, as well as the purely practical ones. The question of course exposes the ignorance of the questioner. It is well however to answer even parochialism by a brief consideration of the contributions to history, literature, and art of Spanish-speaking nations.

Prescott once observed that English historians had studied the history of Spain more thoroughly than that of any other nation.

Until the Hapsburgs came on the throne of Spain in the 16th century, with the accession of Charles V., few pages in the history of any country are more glorious and inspiring. For eight long centuries the Alfonsos, the Sanchos, and the Cids waged war on the Peninsula's infidel oppressors, the Moors. When the Arabs crossed the Strait of Gibraltar in 709 they threatened the civilization of modern Europe. The Mohammedans, than whom the world has never known a greater blight, overwhelmed the Spaniards in their first onslaught, but a remnant saved in the fastnesses of the Asturian highlands, fought them with their backs to the wall, gradually repelled them, and in 1492, with the fall of Granada, completed the reconquest of the Peninsula. Noble deeds were performed in that life and death struggle of which any nation would be proud. In 1571 at Lepanto the Spaniards broke the naval power of another branch of the Moslems, the Turks, who were gaining in their advance on Eastern Europe. From 1808 to 1814, in what in Spain is called the War of Independence, Spaniards fought with our English soldiers and hastened the destruction of the Napoleonic empire. In 1492 Spain discovered a new continent, and gave to more than half of it a civilization, a code of laws, an interest in literature and the arts equal to that of which we in Canada and the United States are proud. The oldest universities in Spanish-America were founded almost a century before Laval and Harvard, and the printing press was set up in Mexico as early as 1539, as compared with 1640 when the first book was printed in Massachusetts. Spain can point with pride to do what she did for the natives who occupied her portion of this continent; but the Anglo-Saxon can only blush for shame when he contemplates the wanton destruction practised in North America.

Spain has been criticized severely for religious fanaticism. Her bigotry, however, is not older than the accession of the Hapsburgs. In the Middle Ages Spaniards showed marked zeal for civil and religious liberty. Every city had its magna charta, and independence, religious and political, is still the peculiar characteristic of Spaniards. In the 12th century the kings of Aragon were the protectors of the Albigenses. In the great schism of the West, as it is called (1378), Pedro IV. embraced the party which the church regarded as schismatic. When, finally, Ferdin-

and the Catholic made his first attempt to introduce the Inquisition into his kingdom, almost the whole nation took up arms to resist him. The point is well illustrated in an old Spanish ballad, which can be read in Lockhart's English version: *The Excommunication of the Cid*. At its worst religious persecution was no worse in Spain than in other countries, and a modern Spanish historian, Juderias, is justified in reminding us that toleration of religious opinions is of very recent origin in Europe. The *tu quoque* is a poor argument, but before we condemn Spain, we must wash our hands of St. Bartholomew's Day, the burning of a scholar like Servetus for denying that there are three persons in the Trinity, the persecutions of a "bloody" Mary, and the burning of witches, which continued in Europe into the 19th century.

In considering the dark period of Spain's domestic history, the 16th and 17th centuries, it is well to recall that Spain had powerful political enemies, France, Holland and England, who misunderstood and maligned her. At the beginning of this period there were two great luminaries in Europe,—France and Spain,—England was ascending. In 1525 at Pavia Spain defeated France and captured her king. She was invincible on land and sea. Her empire was the vastest that had ever been known. She boasted that the sun never set on her domains. She had what seemed to be the richer half of this continent. The Drakes, Hawkinses, and Raleighs harried her treasure fleets, laden with the silver of the Potosi, and followed the lure of the fabulous El Dorado. In 1588 Spain yielded naval supremacy to England, and in 1643 at Rocroy the prestige of invincible infantry passed to the French. Foreign wars and a bungling administration accomplished her decline and fall. When the Prince of Wales visited Madrid in 1624, Philip the Fourth said to him: "Sir, 'tis true, it hath pleased God to trust me with divers nations and countries, but of all these there are but two which yield me any clear revenues, viz., Spain and the West Indies; nor all Spain neither, but Castile only; the rest do scarce quit cost, for all is drunk up 'twixt governors and garrisons; yet my advantage is to have the opportunity to propagate the Christian religion, and to employ my subjects." (Howells, *Familiar Letters*, ed. Jacobs, p. 198.)

To the Elizabethan,—and the tradition survives among the ignorant,—the Spaniard was always arrogant, boastful, pomp-

ously affected, cruel. Allow me to quote the titles of a few typical English broadsides: *A trewe saylers songe against Spanyshe pryde* (1590); *The Anti-Spaniard* (translated from the French, 1590); *A Fig for the Spaniard, or Spanish spirits: wherein are livelie portraihed the damnable deeds . . . of the cursed Spaniard . . .* (1591, another edition, 1592); *A Pynne for the Spanyardes* (a ballad, 1595); *Honora, containing a most pleasant history deciding a controversy between English modesty and Spanish pride*, (1597). The antagonism was mutual, and the effort made to disparage each other went at times to ridiculous extremes, as when for instance we read in Bacon (1624): "You do not find that for this age, take it for 100 years, there was ever any encounter between Spanish and English of importance, either by sea or land, but the English came off with the honour." But compare with this boast the emphatic statement of a contemporary Spaniard, Francisco de Borja: "Never have the English been victorious except through the inclemency of the weather, or because of great advantage in the number of their crews, or because the coasts were safe, or when the fleet was unarmed, and whenever they came to blows, a hundred Spaniards routed a thousand Englishmen." Lack of time forbids further pursuit of this interesting theme of the animosity and mutual repugnance of the two nations. It is comforting to note that a more tolerant age followed, and in *Robinson Crusoe*, written a century later, we read the following compliment to an erstwhile enemy: "I never met with seventeen men of any nation whatsoever, in any foreign country, who were so unusually modest, temperate, virtuous, so very good humoured, and so courteous as these Spaniards"—an excellent characterization of the Spaniard of to-day.

In the 19th century Spain lost her colonies, only to gain them. The subsequent history of the Spanish people is to be sought in the achievements and glorious promise of the New World. Spain herself is sometimes called decadent. What does the word really mean? Until only a few years ago France was called a decadent nation. We ourselves made honourable amends for the insult. Germany persisted in repeating the opprobrious epithet to her undoing. If Spain is a decadent nation, I wish Canada were decadent, if thereby she could produce the virile art and literature that characterise modern Spain.

The study of Spain's history, domestic and foreign, and of her relations to the New World, would of itself justify the learning of Spanish. In the United States many universities now provide courses in the history of Spanish-speaking countries. I know of no field which is being studied there so extensively. The archives of the Peninsula are unusually rich, and corps of copyists are employed there to make their material available. Within the past year there has been founded the *Hispanic-American Review*, a subsidiary publication of the *American Historical Review*. Chapman, discussing recently the Archivo General de Indias at Seville, estimates that these archives alone contain from 32,000,000 to 64,000,000 documents. I sometimes wonder whether they will throw light on the early history of our country, of the period preceding the first voyage of Jacques Cartier, for the name Canada is as truly Spanish as is Labrador.

This long defense of the study of Spanish history leaves but little time to discuss Spain's contributions to art and literature. If you asked an art critic of to-day to name the greatest living artists, he would include among the first Sargent and Zuloaga. Now Sargent is an avowed disciple of Velazquez. The secret of Spain's originality in art and letters is virility, humanism, truth to life, naturalness. . . .

This realism, coupled with fancy, idealism, and the saving grace of humour, explains the perennial charm of Spanish literature. It has elements in it which appeal to different moods. A Shelley could say, "I read Spanish all day long," especially Calderon, whose "starry autos" Shelley pored over "with inexpressible wonder and delight," and was inspired to "throw over their perfect and glowing forms the grey veil of my own words," with what success is seen in his famous rendering of scenes from *The Prodigious Magician*. On the other hand, as Lockhart tells us, Scott confessed that the reading of Cervantes' *Exemplary Novels* "first inspired him with the ambition of excelling in fiction." The rage for Spanish was no whit less enthusiastic a hundred years ago than it is to-day. But I shall not weary you with an account of it. Nor shall I exhaust your patience by giving a list, if that were possible, of Spanish classics. Almost every modern civilized nation has a literature worthy of study. The literature of one cannot be compared with that of any

other. Rather, the one complements the other. The literature of Spain excels in the ballad, the lyric, the drama, and the novel. Its characteristics are spontaneity, realism, humour. Of Spain's contemporary dramatic literature we have heard something during recent years. Some of her plays have been successful in translation. With the names of Echegaray and Perez Galdos you are all familiar. Of the comedies of Benavente, with their spirited dialogue and fine satire, you are likely to hear a great deal presently. One of his works, "The Bonds of Interest," is on the boards in New York as I write.

With some Spanish novelists you are also familiar. The latest great literary form, the novel, rests upon a foundation of 16th century Spanish models. With *Lazarillo de Tormes* (1554?) and *Don Quixote* began the modern novel of manners, the study of life as it is. But for Spain, the world might still be mooning in romantic and idealized mediæval fiction. To appreciate fully Spain's contribution to this branch of literature compare the opening paragraphs of two contemporary works, Sydney's *Arcadia* and Cervantes' *Don Quixote*:

"It was in the time," begins Sydney, "that the earth begins to put her new apparel against the approach of her lover, and that the sun running a most even course becomes an indifferent arbiter betwene the night and day: when the hopeless shepherd Strephon was come to the scendes which lie against the island of Cithera: where viewing the place with a heavy kind of delight and sometimes casting his eyes to the Ileward, he called his friendly rivall the pastor Claius unto him; setting first downe in his darkened countenance a dolefull copie of what he would speake, and with a long speech on his absent love, during which they see a ship-wrecked man, Musidorus, washed ashore. Him they offer to conduct back with them to their home in Arcadia, and to present to the hospitable gentleman Kalander. . . .

"The 3. day after in the time that the morning did throw roses and violets in the heavenly floore against the coming of the sun (the nightingales striving one with the other which could in most dainty variety recount their wrong-caused sorow) and made them part of their sleep, and rising from under a tree (which that night had been their pavilion) they went on their journey which by and by welcomed Musidorus eyes, wearied with the

wasted soile of Laconia, with delightfull prospects. There were hills which garnished their proud heights with stately trees; humble valleis, whose base estate seemed comforted with the refreshing of silver rivers; medows, enameld with al sorts of ey-pleasing floures; thickets, which being lined with most pleasant shade, were witnessed so to by the chereful deposition of many wel-tuned birds; each pasture stored with sheep, feeding with sober security; while the pretty lambs with bleting oratory craved the dams comfort; here a shepheards boy piping, as though he should never be old; there a young shepherdesse knitting, and withall singing; and it seemed that her voice comforted her hands to work, and her hands kept time to her voices music."

"In a village of La Mancha," begins Cervantes, "the name of which I have no desire to call to mind, there lived not long since one of those gentlemen that keep a lance in the lance-rack, an old buckler, a lean hack, and a greyhound for coursing. An olla of rather more beef than mutton, a salad on most nights, scraps on Saturdays, lentils on Fridays, and a pigeon or so extra on Sundays, made away with three-quarters of his income. The rest of it went in a doublet of fine cloth and velvet breeches and shoes to match for holidays, while on week-days he made a brave figure in his best homespun. He had in his house a housekeeper past forty, a niece under twenty, and a lad for the field and market-place, who used to saddle the hack as well as handle the bill-hook. The age of this gentleman of ours was bordering on fifty; he was of a hardy habit, spare, gaunt-featured, a very early riser and a great sportsman. They will have it his name was Quixada or Quesada (for here there is some difference of opinion among the authors who write on the subject), although from reasonable conjectures it seems plain that he was called Quixana. This, however, is of but little importance to our tale; it will be enough not to stray a hair's breadth from the truth in the telling of it."

In the passage quoted from Sydney you have revealed the superficial and pernicious influence of an ill-understood humanism, unmeaning elaboration, pretty balance of clauses; accumulated epithets take the place of a faculty to see or describe life at first hand. In sharp contrast, Cervantes describes briefly a man as he actually lived, and as men of flesh and blood still live. And

therein, through LeSage, Sterne, Fielding, Scott, all of whom acknowledged indebtedness to Spanish masters, you have the origin of a new type of literature, the most powerful vehicle of modern thought and imagination. That Spanish writers still excel in this art is made manifest by the success abroad of writers like Perez Galdos, Valdes and Blasco Ibañez. But in addition to these, there is a group whose works make a finer appeal, but are best read in the original. I refer to the literary productions of writers like Pereda, whose description of mountain scenery is unexcelled, and to a novel like Valera's *Pepita Jimenez*. Here you have a happy blending of what in any other literature would seem irreconcilable elements, the mysticism of Frey Luis de Leon and that concreteness, realism, and humour which distinguish the Spaniard.

NATURAL SCIENCE SECTION

OUR HERITAGE OF LAKE AND RIVER.

BY PROFESSOR A. G. HUNTSMAN, BIOLOGIST TO THE BIOLOGICAL
BOARD OF CANADA.

The Province of Ontario occupies a unique position among provinces and states, in view of the fact that it includes in its territory half the area of four of the largest fresh-water lakes in the world. As though this were not enough, the northern part of the Province is extensively dotted with innumerable small lakes varying in size from Lake Nipigon with an area of 1,730 square miles to the smallest pools. The total area of our fresh water is approximately forty-five thousand square miles, and if we include the entire area of the lakes that are only in part within our boundaries, we have direct access to over eighty thousand square miles of water. We are so accustomed to these things that we usually fail to realize fully what they mean and what opportunities they afford.

Interest depends largely upon variety and varied indeed are the conditions in our waters. From lakes so small as to be no more than ponds we can range to one the size of Superior, whose area is more than thirty thousand square miles. From creeks and brooks so small that they only exist during freshets we may pass to the mighty St. Lawrence with its never failing stream able to transport the largest of vessels. Some rivers we have that move sluggishly through level, bottom lands and that are bordered by broad, sedgy marshes; others that tumble and boil through rocky gorges or fall hundreds of feet over sheer precipices like our world-famous Niagara; others still that divide, join again and redivide to form a bewildering maze of inviting channels and passages that embrace a thousand wonderful rocky wooded islets forming a perfect summer's paradise.

These striking differences that appeal to the eye are far from being the only, or even the most important, conditions that effect variety of aquatic environment and enhance our interest. Some

bodies of water are so protected by a ring of encircling hills or by a belt of forest that their surfaces are rarely disturbed by more than passing ripples, while others, owing to their vast extent or unprotected borders are stirred to great depths by tempestuous gales and are rarely at rest. The factor of depth is of prime importance and in this we have great extremes. Shallow lakes and streams are common enough, but on the other hand depths of more than six hundred feet can be reached in our waters, as in Lake Superior, which in spite of its elevation above sea-level, can never be drained into the ocean. Depth of itself entails considerable differences, the pressure increasing very rapidly as we descend in the water so much so that it becomes insupportable for man at a very slight depth. Not only does the pressure become extraordinarily high in the deeper layers, but the light disappears and below a depth of about three hundred feet we enter a region of continuous night, enormous pressure and constant winter, where only certain quite curious, living things are to be found. How different this is from the warm, well-lighted and comfortable shallow water with which we are more familiar!

The bottom of the water should not be omitted from our list of variables. It may be of mud, clay, sand, gravel, stones or rock, and these of quite varied composition. Its character determines to a great extent the organisms living upon it and affects as well the composition of the water. But the latter is in greater degree influenced by its origin. Ultimately of course its origin is varied, far distant, and difficult to trace. In large part it has been evaporated from the gulf of Mexico and transported through the skies to our country before falling to the ground as snow or rain. It is in its drainage through the vegetation, humus or soil, or over the rocks, that it gets its most distinctive characters. Seeing that the surface of the earth in our province belongs to many geological formations, is extremely varied in composition, is covered with many different types of vegetation, is in part not yet changed from its primeval state, and in part has been altered by man in various ways, but chiefly by cultivation and by the employment of a multiplicity of fertilizers, it can readily be seen that the water of any river or lake will have a definite character depending upon the peculiarities of the drainage basin from which it has come.

But perhaps the most potent influence in preventing monotony in our province is that complex to which we give the name climate, and which depends upon the interaction of such things as temperature, barometric pressure, moisture, and light. Of these the first and the last are more important for us in the present connection. You are aware, of course, that White River is in Ontario and that it figures in our weather reports as a place with Arctic temperature, and you have perhaps also heard the story, whether true or not we will not presume to say, that lemons have been grown in the open in southern Ontario near Lake Erie. What this means may be understood with reference to the trees. Ontario is the only province in which such southern species as the sassafras, buttonwood, tulip-tree, and black walnut are to be found, and at the same time the northern limits of the black spruce, white spruce, larch, balsam fir, and canoe birch come farther south in our province than in any other part of Canada. Only here can be found both the northern and southern limits of such trees as the white cedar, red pine, and banksian pine. The aquatic life shows the same great range in character within comparatively short distances, Arctic forms coming far south within comparatively easy reach, and southern forms coming well to the north, as could be instanced in the group of the fishes. The reason for this is evident when we consider that Ontario shows a range in the mean isotherms for the month at the height of the summer of more than fifteen degrees, and at the height of winter of more than thirty-five degrees. This occurs irrespective of differences due to elevation. Extremes in climate are found within short distances owing to differences in height, arctic climates occurring on mountain tops. Our province is all comparatively low, below two thousand feet in height, and yet we have these climatic extremes.

With this great variety in aquatic conditions we should have an equally great variety among the aquatic organisms, and such indeed proves to be the case, although our knowledge of these organisms is as yet very meagre and fragmentary. Time fails me to more than mention the great groups, all of which contain many peculiar and interesting species, each with its own range, associates and habits. Such are the algae, protozoa, sponges, hydroids, flat-worms, round-worms, wheel-animalcules, bristle-

worms, leeches, crustaceans, water-mites, aquatic insects, moss-animals, mollusks and fishes. You who have waited for some unknown creature to impale himself upon your hook and to emerge struggling from his hidden retreat in the depths when you raised your rod, who have peered during early summer into a pool swarming with an endless variety of grotesque creatures, or who have sampled through a microscope the many wonderful organisms that a drop of water reveals, will bear me witness to the continuing strong appeal and never-ending charm of this hidden world. Our novelists exercise their imaginations in picturing the inhabitants of a far-distant planet, while in fact a far different world from that in which we live lies close at hand. Its veil, the surface film of the water, is at times, when folded by the wind into countless shapes, nearly impenetrable, and at other times as glassy and transparent as a mirror, revealing to us appetizing glimpses of the mysteries below. Few indeed are the creatures that can claim both worlds, those of water and of air, as their home. Such birds as the ducks and the divers, and such mammals as the mink, muskrat and beaver, may forage and live to a greater or less extent below the water's surface, but they are, none the less, distinctly inhabitants of the air world, and nearly as much can be said of the turtles. Among the Amphibians, as their name implies, we have more definitely vertebrates belonging to both worlds. Some remain on land and others never leave the water. but the majority are aquatic at first, and later take to the land. Similarly many insects have aquatic larval stages, but their full beauty and development is attained only in the air. In spite of these exceptions, the line between the two worlds is drawn very sharply indeed.

In these days the stress of war and the struggle for existence colour our glasses and the aesthetic point of view is dominated by the economic. Here also our waters rank high. We shall not speak of their use in providing us with a vast quantity of cheap power, in furnishing us with cheap transport for merchandise and passengers on vessels, and in giving a never-failing source of pure water for our cities. We wish to confine our attention to the value of the life contained in our waters. Approximately forty million pounds of fish are removed annually from our lakes by the commercial fishermen, and, nevertheless, many lakes are yet to be

exploited. Nor can we say that those that have been fished most intensively and for the longest time, have yet given more than a portion of what might be their full yield. Many varieties of fish still remain untouched, although of undoubted palatability and value. The freshwater lobster, or cray-fish, so esteemed by the French, the princes of epicures, is by us entirely neglected. We have not even begun the proper utilization of the resources present in the ponds and sluggish streams of the richer portions of the province, which could, if properly stocked, produce large quantities of valuable food fishes.

The study of our aquatic life involves in a most interesting way a host of conditions that determine their existence. We shall deal with these only in a very general manner. - During heavy rains large quantities of soil are washed into the rivers to be transported more or less rapidly and deposited as silt in the lower sluggish portions of the streams or in the lakes. This silt mechanically affects the life in the water or may act by preventing the light from penetrating any distance. When deposited it shifts the river channels or fills up a lake and alters its character. Any change in the cover of vegetation over the surface of the ground, as, for example, the removal of the forest, will affect this process of erosion and will also change the rapidity with which the water escapes from the land into the rivers. The various substances that are dissolved by the water in falling through the air or in leaching the soil, such as gases, mineral salts, and organic compounds, play an important part in conditioning the life in the water. You are familiar with the fact that certain inorganic salts serve as fundamental food stuffs and are necessary for the growth of plants. This is as true of the floating microscopic algae of our lakes as it is of the plants growing in the soil, and these algae with the higher plants growing near the shore are the food basis of the animal life of the water. Equally important are the gases dissolved in the water, of which the chief are oxygen and carbon dioxide, the former being necessary for most of the reactions in animals and plants that set energy free and the latter necessary for the photosynthetic process in plants. The nearly or altogether complete disappearance of oxygen from the lower layers of the water, which are not affected by the wind's action, is a determining factor in the distribution of many of the fishes and other animals.

The light, which determines the growth of the algae and other plants, is restricted, as we have seen, to the upper layers of the water and makes it possible for such organisms to grow only at depths of less than about sixty feet. The factor of temperature shows very interesting changes. Small streams or those fed by surface drainage will reflect somewhat accurately the temperature of the air, but will not show such rapid changes. Spring-fed streams will be cool in summer and warm in winter, therefore, with much more equable temperature than has the air. It is in stationary water, especially in deep lakes, that the most interesting changes occur. Water contracts in cooling down to a temperature of about 4° C, and below this it expands. In the autumn, therefore, the cooling of the surface water by the air makes it heavier and it sinks down. This produces a vertical circulation, mixing up the water more or less completely, which process continues until the temperature of 4° C. is reached. Afterwards only the upper part can be cooled and that by slow conduction, for water is a very poor conductor. The surface water may be cooled down to 0° C., but the bottom water will remain at 4° C. In the spring a limited circulation takes place while the surface water warms to 4° C. Above this point warming makes the surface water lighter and lighter, and no vertical circulation will result. The consequence is that a highly stratified condition of the water exists during the summer. Owing to the effect of the wind in mixing up the superficial water to the depth of a few feet, the stratification is only found below this depth, and the very well-marked layer, where such sudden changes in temperature occur as one goes down, has been called the thermocline. In spring and in autumn, therefore, at the temperature of 4° C., a more or less complete "turn-over" of the waters in the lake takes place and this may be much increased by the action of a heavy wind at such times. Such "turn-overs" as well as the circulation of the surface water due to the wind, are very effective in carrying oxygen from the saturated surface layer down into the depths and make the latter habitable for many of the aquatic animals.

The geological history of our province is not without interest in a study of our waters. In comparatively recent times the sea invaded the valleys of the St. Lawrence and of the Ottawa and reached far inland even beyond the site of Ottawa city. Marine

shells may be found in beaches formed at that period, and the remains of species of fishes, such as the capelin and lumpfish, which still inhabit the Gulf of St. Lawrence, have been found in nodules of clay along the shores of those rivers. It was probably at such a time that certain crustaceans and fishes, characteristics of the brackish or freshwater adjoining the arctic seas, gained access to the Great Lakes, in the depths of which they are still to be found.

During the last glacial period a vast ice sheet covered nearly the whole of the province, and its lobes extended into the neighbouring states of the Union. On its recession our Great Lakes were formed. At first they were very restricted in size, had higher levels than at present, and drained into the Mississippi river, directly, or indirectly, through the Illinois and Maunee rivers. With the melting of the glacier they grew larger, new outlets developed, as for example through northern New York state into the Hudson river, and their levels sank. Finally the present condition was attained and the entire normal discharge was through the St. Lawrence river. The original drainage into the Mississippi provided avenues for the entrance of many southern aquatic animals, which otherwise might have been barred from the Great Lakes region, even when conditions there became favourable for them. The present distribution of such forms as have to depend upon water transport for their spread must be studied in the light of the opportunities they have had as revealed to us by the geologist. Important geological changes are in being at the present time. We have already spoken of the change in channels of rivers and the filling up of lakes with silt. The latter are also filled up with marl, the remains of calcareous plants and animals, and with peat, the undecomposed remains of plants, principally sphagnum. At the Falls the Niagara river is slowly cutting through the broad escarpment that holds back the waters of Lake Erie, a process that is destined to ultimately empty that lake, unless counteracted.

Such a sketch as we have given can do little more than open up the problems presented by this subject. Problems they are indeed and many, for the future alone holds the answers to a multitude of questions which confront us. That *you* are able to find many of the answers to these questions is undoubtedly true. Opportunities you have and you should not reject them. Many

of the answers are easily to be found and the corresponding questions are the best ones with which to start. One of the first things to be done is to learn to recognize and name at least the commoner forms that are to be encountered in water. Hitherto this has not been possible for the ordinary person, as no general systematic works have been available, except those dealing with the higher plants and with the vertebrated animals. Quite recently, however, there has appeared a book entitled "Fresh Water Biology," which has been edited by Ward and Whipple, and this contains adequate accounts of most of the groups. After the forms have been identified a host of interesting problems come into view. Where is a certain species to be found? Why is its distribution limited in certain directions? What are its habits, and its life history? How is its life conditioned by its physical and biological environment? What are its other relations to the society in which it lives? Problems they are to serve for a whole life-time of investigation, but the surprising thing is that, no matter how well known a form studied may be, it becomes at once apparent that much of the simplest and most easily obtainable information is still not recorded and a true desideratum. We are sure you have the desire to add your contribution, whether it be large or small, to the sum total of human knowledge, and the opportunity is yours for the taking. We need do little more than refer to the value that such an investigation and record of results will have for educational purposes. Your students may be associated with you in such research. We know that the exigencies of a crowded curriculum and the competition for honours seem to demand short cuts, not to knowledge, but to the answers to the questions on the examination papers. Such conditions militate against the use of the important Socratic method, that of question and answer, which is indeed criticism and investigation. In these days the importance of research is being recognized, but yours is the duty of seeing that by precept and example the idea of inquiry which is so essential for any who would truly advance in knowledge and in achievement, shall early in life form an important part of the mental equipment of your students. By so doing you shall have started them on the road to lasting honours and ultimate success in place of the questionable and ephemeral honours of the class lists.

CLASSICAL SECTION

SOME VERSE TRANSLATIONS FROM THE ODES OF HORACE.

JOHN HENDERSON, M.A.

My first duty is to thank the members of the Classical Association for the honour they conferred on me last year by electing me to the position of Honorary President. Though I am no longer engaged in the active work of teaching, I can assure the members of this Association that I have not ceased to take a deep interest in their meetings, nor have I renounced my firm and well-grounded faith which I have received by tradition from the elders in the excellency of Latin and Greek as subjects of a liberal education. Instead of my faith growing weaker with the passing years, it is, if that were possible, becoming more firmly established. Classical studies, I am sorry to say, no longer have the foremost place in the *curricula* of our schools. The old gods of the Educational Olympus have been temporarily dethroned and their places have been usurped by the earth-born deities that have for the time-being, at least, taken their places. The muses that preside over classical learning have become the cup-bearers to "the hard-grained muses of the cube and square," or servants to the still harder grained sisters that preside over Science and Political Economy. Greek, especially, I need hardly remark, is fast vanishing from our schools and colleges. This, however, I venture to predict: though we may erect university buildings "more enduring than brass and loftier than the pyramids reared by kings," and though our students and professors may be "more numerous than the sands of the Libyan desert," unless we have on our programmes of study an abiding place for the ancient masters—those never failing fountains that refresh and re-invigorate all that is best in modern literature—an abiding place for the mighty minds of old—for Homer and Horace and Virgil, "the glory and light of all the tuneful train," we shall find, when it is too late, that all our princely-built universities with all their princely equipment are only cumberers of the ground.

In the study of Horace, I have always taken a deep interest. When I was a boy, the two poets that were my especial delight were Horace and Burns, and they still remain my favorites. They have many things in common and they have also many differences. Both of them came from the lower orders of the people, and neither of them was ashamed of his origin; both could honestly say, "*homo sum, humani nil a me alienum puto*"; both of them could write a song better than any others of the sons of men; both of them were frankly open in admitting that they were far from moral perfection; in fact, both openly confessed their sins and iniquities, and for their open confessions, all with the exception of a few sour-faced Puritans will readily grant them plenary absolution, for both have left us a heritage of song such as no other mortals have bequeathed to mankind.

Horace and Burns have a perennial freshness. They never lose their charm. With reference to them, we might slightly alter what Shakespeare says of Cleopatra: "Age cannot wither nor custom stale, their infinite variety." When I was engaged in teaching, it always seemed to me that a boy had reached one of the last milestones of his school life, if he arrived at the stage when he could read Horace with appreciation. When once a pupil has acquired a real taste for that author, seldom does that taste leave him in after life. In the last epistle of Book I., Horace playfully expresses the fear that his writings would become a school book. By a strange irony of fate, that is exactly what happened. In the days of Juvenal and Persius, about a century after the death of Horace, the writings of "the minstrel of the Roman lyre" had already a place on the school programme, and a school book they remain to-day and let us hope will always so remain. The poet's prophecy at the end of the Third Book of Odes—*non omnis moriar*—has been abundantly fulfilled. Elsewhere in his odes, Horace predicts that he will be read by the learned Spaniard (Od. II., 20, 19), by the Frenchman (Od. II., 20, 20), and by the Italian matron (Od. IV., 6, 42). Not merely by these is he read, but ever fresh his laurels bloom far beyond the limits of the old Roman world. Had Horace been able to lift the veil that hid his future, he would have seen that his writings would become school books "in states yet unborn and accents yet unknown" to the Romans. He would have limited the boundaries

of his readers not by the Rhone, and the Ebro, but would have taken in our own St. Lawrence, the Mississippi, the Ganges and the Nile. The epitaph on Sir Christopher Wren's tomb in St. Paul's Cathedral, "*Si requiris monumentum, circumspice*, might apply to Horace, if we added to it the words, *orbem terrarum*, for all kinds and conditions of men in all lands, where his writings are read, have felt the influence of his magic spell. What is the secret of his popularity? It is always a difficult matter to state categorically why we like an author or an individual. Lord Rosebery, in his appreciation of Burns, tries to find a solution to the question, why Burns has such a hold on humanity. The answer he gives is that the secret of the popularity of Burns is contained in two words—Inspiration and Sympathy. No one can doubt the poetic inspiration of either Horace or Burns, their matchless brevity, strength and beauty of expression, and no one can fail to recognize the wide range of human sympathy that is everywhere seen in their writings. If we leave out the human element that pervades the poetry of both we shall fail completely to account for their popularity. We know Horace as we know Burns, for both are self-revealed. No one can tell exactly what sort of a man Virgil was. As for Horace, we know him better than we do our next door neighbour. We know that he was intensely devoted to his father, and for his father's anxious care of his youthful training, he ever cherished the deepest gratitude; we know that he kept his head amid all his literary success, and, what was still more difficult, amid the social distractions of the court of Augustus; we know that he must have been a reliable man, even though a poet, for Augustus would never have offered the position of private secretary to any other than to a reliable man; we also know that Horace refused the post that might have tempted the man of sordid ambition; we also know that the poet was a faithful friend, an agreeable companion, a sincere hater of hypocrisy and sham, a Roman of the Romans, a man who whole-heartedly admired all that was noblest and best in the Roman character, a man who, though truly patriotic, was no subservient tool of either Maccenas or Augustus.

One word with regard to the translations. I have attempted to make them as literal as possible. It is an easy matter to paraphrase a classical author, and if a translator allows the license of

paraphrasing, then no limits restrain him from deviating from the text. But when once a translator has laid down for himself the rule to stick to the original as closely as possible and, at the same time, to express in readable English verse an ode of Horace, the task is far from being easy. It seems to me absurd and grotesque to try to render Horace, or, for that matter, any classical author into the same metres as they are in the original. In the case of Horace, this has been attempted by Mr. John Marshall of the High School of Edinburgh, but the difficulties of combining Latin metres with English words produce an effect at once forced and abnormal. Latin metres have been attempted by Longfellow, Clough and Tennyson, and where these have not succeeded, others may despair.

The first translation is of the well-known ode, (Od. III., 13), "To the Spring of Bandusia." We shall not discuss whether the spring in question was in the valley of Horace's farm, under Mt. Lucretilis, or near Venusia. Wherever it was, Horace has raised it from obscurity to never dying fame.

Spring of Bandusia! clear as glass,
Worthy of flowers and pleasant wine;
A kid, with youthful horns in bud,
To-morrow's offering, shall be thine.

His horns forecast both love and war;
In vain; my promise to fulfil,
The sportive kidling's crimson blood
Shall stain thy pure and icy rill.

The blazing Dog-star's scorching rays
Thee cannot harm: flocks wandering free
And oxen weary with the plough
Drink cool, refreshing draughts from thee.

Thou, too, shalt be a famous spring,
While I with song shall make renowned
The oaks that crown the hollow crags
Down which thy babbling waters bound.

The next translation is of the still more celebrated ode, "The Reconciliation of Lovers" (Od. III., 9). The poem in the original is so faultless in form and so finished in expression that it looks like courting defeat to attempt a translation. Many writers in different lands have been tempted to give versions of this ode, and many have been the literary shipwrecks. If I suffer

the fate that has overtaken many others, I shall hang up my garments, not to the lord of the main, but to the goddess that punishes Presumption. The ode belongs to the class, *carmina amoebaea*. The rule is that the second speaker should reply to the former in the same number of verses, on the same subject, and, if possible, show superior power of expression. Lydia and Chloë are the two girls. One lad, we shall call Horace, though his name is not mentioned by the poet. The other is Calais, a Thurian. From the ode we know that Calais was better looking than Horace, that he was more constant in his affection, that he had a better temper, and coming as he did from Thurii, a rich city of southern Italy, we may conclude that he was better off. Notwithstanding all the advantages that Calais had, Lydia, under the spell of the blindness of love, prefers Horace to Calais. In the last verse, I have taken the liberty to change the comparison in *levior cortice*.

HORACE.

While I was fondly loved by thee,
And no more favoured youth did fling
His arms around thy spotless neck,
More blessed was I than Persia's king.

LYDIA.

While Lydia was thy only love,
Ere Chloë fairer seemed to thee,
So proud was Lydia of her fame,
Not Roman Ilia ranked with me.

HORACE.

Now I to Thracian Chloë kneel;
She sings and harps with charming skill;
For her, I even death will meet,
If fate will spare my darling still.

LYDIA.

Now I for Thurian Calais burn;
Our hearts with love responsive beat;
If fate will spare my darling lad,
Twice death for him, I'll gladly meet.

HORACE.

What, if returns our olden love
And binds our severed hearts once more,
If I the golden Chloë spurn
And greet scorned Lydia at my door?

LYDIA.

Though thou art fickle as the wind,
 And fretful as wild Adria's sea,
 And, were he fairer than a star,
 I'd gladly live and die with thee.

The next is the Ode to Postumus (Od. II., 14). Of Postumus we know nothing except what may be gleaned from the ode. He was evidently wealthy, had an extensive plantation, a princely mansion, an agreeable wife and a spendthrift son. The ode differs from the others of Horace, in not having a single ray of brightness to redeem the gloom of the grave. Horace often speaks of death, but when he does so, he usually gives the compensating advice, "Enjoy the present." Not only is the ode gloomy, but there is a tone of bitter regret in the thought that after the son has wasted all his father's property, the spendthrift will be thought worthier than the father, because the former had made a wiser use of the money in spending the inherited wealth, than the latter did in acquiring it.

Ah! Postumus, the years fleet by; no piety can stay
 The wrinkles of advancing age or death's relentless sway.
 No: though, my friend, each day that dawns, thou countless offerings
 bring,
 Thou canst not melt the tearless eye of that unfeeling king
 Who Tityos and Geryon, that triple monster vast,
 Within the melancholy stream imprisons firm and fast—
 That stream that must be crossed by all whom bounteous earth main-
 tains,
 It matters not, though kings we be or needy labouring swains.
 In vain we gory war avoid and Adria's roaring waves;
 In vain we shun the blighting blast that fierce in autumn raves.
 The dark Cocytus must be seen with all its weary bends,
 Vile Danaids and Sisyphus whose toiling never ends.
 Thou lands and home and winsome wife must leave; no cherished trees
 With thee, their short-lived lord shall go but hated cypresses;
 Thy Caecuban, though guarded strong, a worthier heir shall drain,
 And better wine than pontiffs quaff thy marble floor shall stain.

The next is the Ode to Leuconoë (Od. I., 14). Had Horace been living to-day, there is not the slightest doubt that he would have written a satire on the craze that some people have for prying into the mysterious future by means of table rappings, spiritual mediums, ouija boards and all this kind of rubbish. Were Leuconoë in the flesh, she would no doubt be a regular attendant at seances for psychical research. One thing we must give her

credit for: she had more modesty than her modern representatives, for her researches were confined to this side of time, while the modern types extend their enquiries into the realms beyond the bourne of the undiscovered country.

Ask not, my dear Leuconoë,
 ('Tis not allotted us to know),
 Nor strive to learn by magic lore,
 What length of life the gods bestow.

'Tis best to bear whatever comes;
 What matters if to you and me
 More winters are, or this the last
 That spends its rage on Tuscan sea.

Be wise: fill high the cup with wine;
 Mete length of hope by life's brief way;
 We talk, while envious time has fled:
 No morrow trust; enjoy to-day.

The last translation that I shall give is that of the ode. "To His Page" (Od. I., 39). This is one of the shortest and one of the neatest of the odes of Horace. The poet appears to have been on friendly terms with all his servants. We might possibly make an exception to this statement in the case of the *villicus*, the steward or factor of the farm, for we know that this official gave Horace a lot of trouble. The scene of the ode is on the farm of the poet, and the time, late autumn, when some "last rose of summer" still lingered in some sequestered nook. Horace is alone with his boy, whom he requests to make the simplest possible preparation for dinner.

The shorter odes of Horace, like the shorter poems of Scott and Burns, are gems and will doubtless outlive the longer pieces.

Boy, I detest the Persian pomp;
 Crowns please me not with linden bound;
 Seek not to find by anxious search
 Where summer's lingering rose is found.

Be not too nice to suit my taste;
 A simple wreath of myrtle twine;
 It best becomes both you and me
 While drinking 'neath my sheltering vine.

MATHEMATICAL AND PHYSICAL SECTION

EXPERIMENTAL ERROR AND MATHEMATICAL CALCULATION.

T. S. H. GRAHAM, M.A., CLINTON.

I have selected the subject "Experimental Error and Mathematical Calculation" because I believe this branch of our mathematical work is not stressed sufficiently, and consequently our students lose much in their vital interest in mathematics. A short time ago a lower school student, quite puzzled, appealed to me to point out the error in his solution of a question in commission. He was asked to find the rate of commission charged by an agent in a certain transaction and had obtained the answer 1.249%. He was quite prepared to say the book was wrong because it gave the answer $1\frac{1}{4}\%$. A few questions on the business relations involved were quite sufficient to remove the skepticism of the boy, but he evidently had no real association of business with the problem in hand. He lacked entirely a comprehension that this work had anything to do with life. It was merely a matter of book-routine to him. He was entirely too insistent on the *accuracy* of mathematics, rather than upon its every day utility.

Another example of the attitude of some pupils was very vividly brought before my attention last autumn. We were studying the "Parallelogram of Forces" in upper school physics, and after they had completed the experimental verification of the principle I asked one of the boys to read his report of the experiment. He noted the purpose, described the apparatus and method of procedure quite accurately. The diagonal of the parallelogram indicated a resultant of 485 gm. while the tension on the string it represented was 500 gm. His report ended thus, "From this experiment we may conclude that 'if two forces acting at a point are represented in direction and magnitude by two adjacent sides of a parallelogram their resultant will be represented by the diagonal of the parallelogram approximately.'" He was quite determined in his own mind that the approximation was in the *principle* and not in his *verification* of the principle. It was

almost a shock to him to find that his partner had not the same identical parallelogram as he had. The fact that the whole discrepancy, of 15 in 500, or 3 in 100, could easily be accounted for was difficult for him to grasp. Doubtless you can all recall incidents, similar to those which I have cited, pointing to the fact that many students do not grasp the business relations of problems, nor do they understand the meaning of a measurement, being—*Man's best attempt to grasp an exact truth.*

To study of measurement, experimental accuracy and experimental error is very fascinating to the mathematical mind, depending, as it does for its final solution, on the "Theory of Probability," and "Least Squares." These are both very interesting, but I have no intention of attempting to discourse on either, but merely to deal with a few of the simple principles which our students should understand. Those principles which would help them to realize the value of geometric and physical work, and which would aid in a practical manner in fitting them for useful vocational work.

The first principle which should be impressed is that the object to be measured should determine the instrument used. No one would take a millimeter rule to measure the length of a room. Likewise the accuracy of any measurement must depend upon the thing measured, and upon the purpose of the measurement. In measuring the sides of a triangle in Elementary Geometry we would probably express a side as 4.6 cm, but if we were measuring the length of a room we would express it as 4.6 metres. If the average of several measures in the above were 4.5 centimetres and 4.5 metres, which would be the more accurately measured? In each case the error would be 1 in 46, so that, for the object measured the one is as accurate as the other. In more definite language, we note that *accuracy is relative to the object measured*, and the most natural form in which to express this is to reduce the error to a %, thus the error in each case would be 1 in 46 or 2% relative to the measurement.

Another point, which pupils should have pointed out to them, is how to express a measurement correctly. If the length of a line is expressed as 253 cm., do we mean that it is exactly 253 cm. and that there are no millimetres over? To the physicist this means that the length lies between 252.5 and 253.5 cm., i.e., it is expressed to the nearest centimetre. It also expresses for the

physicist the fact that millimetres were not estimated at all. If the millimetres were read and the number found to be none, he would express it as 253.0 cm., which would mean the value was between 252.95 and 253.05. Thus, he would conclude from the first case that the result is dependable to within 5 parts in 2530, or an error of 1 in 500, i.e. 2%. In the second case the result is dependable to within 5 parts in 25300, or an error not more than .02%. Here we notice that *the significant figures of a measurement are used to give an estimate of the accuracy of a measurement, as well as of its approximate or best value.* Students should be taught to express this accuracy in their results and not to use meaningless figures, or cut off necessary ciphers in any result. This naturally leads us to abridged multiplication and division and the pupil who has been properly instructed should realize that *abridged methods are not short methods of getting a rough answer, but rather, are common sense methods of obtaining the correct result as far as it can be depended upon for accuracy.*

Still another point, in the expressing of a measurement, which deserves notice is the method of expressing a very large or very small measurement so as to show its accuracy. For example, the distance from the earth to the sun is stated at 93,000,000 miles. If written in this form it would mean extreme accuracy, while a correctly written result would be 9.3×10^7 miles, showing its *denomination* and also indicating its *accuracy* as at least 5 in 930, or .5%.

A natural question which now arises for us to consider is, "Where are mathematical teachers to find time for extra work of this nature?" As a study of "Error" must have measurements the natural method is to make it *incidental to other work*, stressing it where opportunity is favourable. This I have found to be quite satisfactory in my own classes, and the benefits derived, in added interest and thorough understanding, have far outweighed any time taken in explaining measurements and errors. The study of practical geometry in the lower school probably affords the best opportunity for "driving home" the fact that measurements will vary, and then it is a simple and natural step to show pupils the proper method of writing their measurements to indicate how far they are dependable. Graphical work and the study of quadratic equations in algebra, also offer opportunity for further extension

of this practical phase of mathematical work. Of course, the science teacher is the natural ally of the mathematical teacher in a study of experimental accuracy and science is the natural groundwork as also the chief beneficiary.

By the time students have reached the upper school they are prepared to understand principles of slightly greater difficulty and to appreciate the added control it gives them over their experimental work. Let us consider the effect of the arithmetical processes on the error in a measurement.

(1) If two points A and B are 15.3 cm. apart and another point C is in the same straight line and 12.6 cm. beyond B, we would have two measurements each with a possible error of + (or -) .05 cm. If we add these readings to get the distance from A to C the errors might be of the same or different sign, thus the result might have an error as great as .1 cm. Or, *to get the possible error of a sum we must add the possible errors of the measurements.*

(2) If C were between A and B the distance A C would then be the difference, but as the error may be positive in one and negative in the other we must again *add the possible errors* to be sure of the accuracy of the result.

(3) If the length of a rectangle is $(m_1 + (\text{or } -) e_1)$ and its width $(m_2 + (\text{or } -) e_2)$ its area may be expressed as $m_1 m_2 + (\text{or } -) (m_1 e_2 + m_2 e_1)$, if we neglect the quantity $e_1 e_2$ which is a small quantity of the second magnitude and therefore may be neglected. The possible error here is $(m_1 e_2 + m_2 e_1)$ in a quantity whose value is $m_1 m_2$. If we express this relative to the measurement we will get the value $\frac{m_1 e_2 + m_2 e_1}{m_1 m_2} = \frac{e_2}{m_2} + \frac{e_1}{m_1}$

From this we see that the *percentage error of a product* will be the *sum of the relative or percentage errors of the measurements.*

(4) In the case of division we have to evaluate $\frac{m_1 + (\text{or } -) e_1}{m_2 + (\text{or } -) e_2}$
Express this in the form

$$\frac{m_1 \left(1 + (\text{or } -) \frac{e_1}{m_1}\right)}{m_2 \left(1 + (\text{or } -) \frac{e_2}{m_2}\right)} = \frac{m_1}{m_2} \left(1 + (\text{or } -) \frac{e_1}{m_1}\right) \left(1 + (\text{or } -) \frac{e_2}{m_2}\right)^{-1} =$$

$$\frac{m_1}{m_2} \left(1 + (\text{or } -) \frac{e_1}{m_1}\right) \left(1 - (\text{or } +) \frac{e_2}{m_2}\right)$$

which again gives us for the *relative error* of a *quotient* the sum of the *relative errors* of the *components*.

(5) If we measure the diameter of a circle, say 30.2 cm., and wish to find the circumference, one of our quantities is a known constant is 3.1416 and the percentage error of this would be taken as zero, so that the percentage error in the circumference would be exactly the same as in the diameter.

These laws would enable students to deduce the possible error of a measurement, in most of the ordinary experiments of our upper school physics and trigonometry, and would furnish an additional practical utility for mathematics at a stage when they are prone to ask the question, "What use is all this stuff anyway?"

In order to have definite material, I selected two capable and careful girls from the lower school grade, and had them make a number of measurements for me. I am going to refer to their measurements of the dimensions of two different set squares, in order to further exemplify the principles outlined, and to furnish material for several other points which I wish to mention in connection with measurements.

An ordinary metre stick was used, marked in millimeters, the second decimal place being estimated.

Set Square I.

Pupil (A)	Alt. in cm.	Base in cm.	Hyp. in cm.
	58.90	45.29	74.25
	58.95	45.30	74.30
	58.85	45.30	74.19
	59.05	45.29	74.25
	58.95	45.25	74.20
	58.99	45.29	74.27
Mean	58.95	45.29	74.24

Pupil (B)	Alt. in cm.	Base in cm.	Hyp. in cm.
	59.05	45.37	74.52
	59.09	45.35	74.51
	59.07	45.36	74.49
	58.98	45.37	74.35
	58.99	45.35	74.37
	59.01	45.39	74.36
Mean	59.03	45.36	74.43

Set Square II.

Pupil (A)	Alt.	Base.	Hyp.
	61.72	19.71	65.02
	61.79	19.76	65.08
	61.79	19.65	65.01
	61.80	19.76	65.05
	61.79	19.70	64.99
	61.80	19.76	65.00
Mean	61.78	19.72	65.03
Pupil (B)	61.77	19.73	65.10
	61.75	19.75	65.09
	61.74	19.71	65.03
	61.79	19.75	65.00
	61.80	19.73	65.03
	61.79	19.79	65.05
Mean	61.78	19.74	65.05

The first set square had been used considerably and the corners were not well defined, hence the discrepancy is considerable in the individual measures, and also in the results of the two pupils. It is apparent, I think, that the effort to estimate hundredths of a cm. has not improved the accuracy of the measures as they do not agree in the first decimal place.

In the second case the measurements are much more consistent among themselves, and also the results of the two pupils show little discrepancy. It is evident here, that while there is some doubt as to what the correct figures may be in the hundredths, yet their consistency would indicate that they would be worth retaining in any further calculation which might be based upon these measures.

Notice also that the second student has a tendency to give slightly greater values than the first. This feature, commonly called the "Personal Equation," can sometimes be removed from readings by taking half, and then reversing the object to be measured, but in other types of measures it is always present as a constant factor.

We have already discussed the principles which enable us to deduce the error in any calculated measurement as based on a single measurement, but in experimental work each unknown is usually measured several times and slightly variant values obtained. It now becomes necessary to compute a *mean* value for these *variations* as well as for the measure itself.

The physicist who desires to get as accurate a result as possible

from his results, and also to express it in the usual form, must not only note his average value, but also *calculate the measure of the scattering of his measurements*, usually known as the "deviation." Several methods are used to denote the scattering.

(1) The *total range*, which for the set of twelve measures of the second set square would give the result:—

Alt.	61.78 cm.	Range	.08
Base	19.73	"	.14
Hyp.	65.04	"	.11

This method gives prominence to wide deviations and hence is open to criticism, and seldom used.

(2) Another and better method is to take the *average of the deviations* and express the result thus,

Alt.	61.78 + (or -)	.02 cm.
Base	19.73 + (or -)	.03 cm.
Hyp.	65.04 + (or -)	.03 cm.

(3) The form that is usually used for accurate physical investigations is to calculate what is called the "dispersion" based on the "principle of least square." The dispersion is obtained by calculating the value of the expression,

$$\frac{2}{3} \frac{d_1^2 + d_2^2 + d_3^2 + \dots + d_n^2}{n}$$

where d_n denotes the small deviations and n the number of measurements. The $\frac{2}{3}$ is used to allow for wide deviations occurring less frequently than small.

This method gives for the sides in the case under consideration

Alt.	61.78 + (or -)	.017 cm.
Base	19.73 + (or -)	.024 cm.
Hyp.	65.04 + (or -)	.023 cm.

In this case the value of the scattering or dispersion is frequently called the "probable error," and is that value which holds the unique position of it being *an equal chance that the deviation in any particular measure will exceed or be less than this value*.

The laws for calculating the errors of "indirect measures," or, measures calculated from these direct measures also depend on the square root of the sum of the squares and consequently the probable error is laborious to calculate even with specially constructed tables.

As this method is seen to vary only slightly, from the average of the deviations, and that on the side of safety, the average being larger than the probable error, the simpler value could be used to show advanced students in our Collegiates the meaning of such terms, so that they might read intelligently a set of "experimental results" and become interested in the future of scientific investigation, instead of being frightened into other branches of study by meaningless figures and the idea that such are only for scientific and mathematical intellectuals.

Of course, results as here expressed only consider accidental errors, largely due to the "personal equation" and have no control over such errors as measurements produced with a short rule which produce a constant error, or over a progressive error as in the case of a slight leak in an evacuated tube where the pressure is read at intervals.

Before closing let us apply these principles to a definite experiment as carried out by an upper school pupil. The experiment I have selected is "To find the surface tension of water by weighing."

If we suspend a carefully cleaned hollow brass cylinder, the lower edge of which is quite thin, beneath one pan of a balance so that its lower surface is horizontal, this can then be lowered into a vessel of water and weights added to the other side to determine the force necessary to just break the surface tension. As there are two tensions, one on the outer, the other on the inner surface of the cylinder, the force here is $T \cdot 2 \cdot C$ dynes. Against this we have $W \cdot 980$ dynes, if ($g=980$) and W is in gms.

The diameter of the cylinder was measured four times with a pair of callipers, and eight measurements of the weight necessary to break the surface were made.

Diam. of cylinder.		W'ts in grams.
	6.28 cm.	2.80
	6.25	2.66
	6.30	2.85
	6.29	2.78
		2.95
Mean	6.28 cm.	2.86
		2.76
		2.75
Mean deviation.....	.015 cm.	
Dispersion of diam..	23%	
Circum. of cyl.....	19.73 cm.	Mean
Dispersion of circum.	23%	2.80 gm.
		Mean deviation
		Dispersion of wts.....

Mean deviation064
Dispersion of wts..... 2.4%

$$T = \frac{980 \times 2.80}{39.46} = 69.5 \text{ dynes.}$$

$$\begin{aligned} \text{Dispersion of } T &= 2.4 + .2 \\ &= 2.6\% \\ &= 1.8 \text{ dynes} \end{aligned}$$

Or $T=69.5 +$ (or $-$) 1.8 dynes is the best result correctly written, if we adopt the average deviation as suggested above in place of the probable error.

The standard value for the surface tension of water is 73 dynes per cm. Our result expressed in the above form gives us considerable information more than the mere method.

The fact that the method is fairly consistent and hence a splendid one for student use is clearly shown by the relatively small dispersion.

The dispersion is not large enough to account for the discrepancy between the standard value and our value, which would indicate some other cause for error. If we now glance at the measurements we notice that there is no systematic increase or decrease, hence we conclude that the error must be some constant error, probably due to impurities in the water, or the surface of the cylinder not perfectly cleaned, either of which might readily cause a discrepancy as great or greater than that found.

If the accuracy side of our experimental work were thus treated how much more instructive and interesting would the work be for students? It appears to me, Mr. President, that there is opportunity here for great improvement in the application of our work as teachers of mathematics and physics.

ENGLISH AND HISTORY SECTION

PRESIDENT'S ADDRESS.

THE WAR AND THE TEACHING OF HISTORY.

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Ladies and Gentlemen,—In opening this meeting of the English and History section of the O. E. A., I wish to express to you my appreciation of the honour you conferred upon me in electing me president for the past year, and to welcome the new members to this meeting. My thanks are due also to the Secretary and the Executive for their efforts to make the present programme so inspiring and interesting.

At no time in the history of our young country have we ever felt so much as now, on the eve of a new world peace, the need of the steady and sober influences that flow from a thorough study of our glorious literature and no less glorious past. As teachers of these subjects we have a serious duty to perform to the young generation of future citizens for whose education and training we are responsible. They stand on the threshold of a new era, an era full of perplexing social and economic problems that will tax the heart and mind and soul of every true Canadian. With this thought in mind I wish briefly to refer to a few of the main channels of activity through which we teachers may best carry on the work that lies before us.

The struggles of the great war, in which Canada played a noble and self-sacrificing part, have left us, as a young nation, flushed with the memory of many a glorious victory won at the cost of material resources and of precious young lives. We feel, and justly so, that we have "protested our first of manhood," and we claim a place in the front rank of much older nations, whose honour we aided to uphold, and whose woes and sacrifices we shared. This war has hurled us out of our timid isolation on this continent. Our young soldiers have risked

their lives, on land, on sea, and in the air, in the most distant parts of the world, from Archangel to West Africa, from Palestine to Vladivostock and Scapa Flow. In the final peace negotiations our representatives proudly take their places alongside those of older nationalities, in order to frame a League of all Nations so that peace may be a lasting and glorious peace. As a result, we Canadians can never fall back into an attitude of self-satisfied indifference to movements that are proving to be obstacles to the development of those nations with whom we fought shoulder to shoulder against the common foe. Our young men have had their eyes opened to the world economy, to the interdependence of nation on nation. In this awakening our war charities at home and our Red Cross appeals have been a powerful stimulus. This broader horizon of our national life is exemplified even in our future trade relations, as shown by the following statement from Dominion Trade Commissioner Thomson. "The Dominion will have to jolt itself if it does not want the jolt to come from outside. Trade is going to be keener and harder and sterner and more exacting in its demands. Throughout the world it is going to be, as never before, a thing of long preparatory effort, of increasing application, of co-operation where formerly there was competition, of standardized production in field as well as in factory, of quantity output on a scale hitherto undreamed of, and of the co-ordination of all means of transport to reduce expenses to the limit."

It is our duty as teachers of History to foster this new spirit of internationalism. The tangles of the present in Europe can be understood only by a knowledge of the history of Europe. This history, even if it is only in outline, should be taught in our secondary schools. To many a young Canadian it is a closed book, and yet I venture to say that many a student, stimulated by the activities of the past four years and a half, is asking the why and the wherefore concerning national movements and aspirations to which his attention has been drawn. One advantage the war has proven to teachers of History is this—it has prepared the way for a wider view of history. In spite of our limited efforts, sometimes, it has taught the boys and girls to think more internationally. In the words of Prof. Harding of the National Board of Historical Service at Wash-

ington, "The history teacher, without lessening the emphasis on our national ideals and duties, must perform his part in helping to educate the rising generation to a sense of world citizenship. And this, I think, can best be done by giving adequate attention in our schools to the history, aspirations, and institutions of other people, as well as to factors and movements that in the past hundred years have made for a new internationalism."

Again, our boys and girls must be led to keep alive the memories of our victories, not only in war, but in national service and in public thrift. It is so easy for youth to forget. The mists of the past gather so quickly. By keeping alive, tender and strong, the memory of our martial deeds, we are proving loyal to the dead who gave their lives that we might live. Hence we should, as teachers, constantly refer to the deeds of the past four years. War memorials have their place in fostering ideals, and serve to remind us of the glorious heroism of our youth, and of the awful waste and wickedness of war. Now that the shouting and the tumult dies, and the captains and the kings depart, there stands out bright and eternal the heroic self-sacrifice of our troops. I am not advocating jingoism or glorification of war. Martial valour is consecrated only by the motives that prompt it. Hence the moral issues of the struggle with Germany's ideals must not be disregarded amid the national rejoicing over military and naval triumphs. It is wise for us teachers of History to lay stress, in our teaching of the details of the war, on the motives that prompted the British Empire to fling its far-flung battleline into the conflict.

Another aspect of this war's effect on the teaching of History has to do with forces and factors within Canada itself. Now that our heroes are returning with new ideas, having seen other faces and other minds, are they going to revert to the old order before the war? Is there not within our country a ferment of thought, not altogether the result of the war, what might be called a "stirring of inquietude," due to forces at work even before the war? Has not individualism received its death-blow? On all sides one hears the murmurs of social unrest. The forces of labour are insisting on a partial control of industry, and on the right to be considered no longer as a commodity, but as a partner of capital in the work of production. The human and

spiritual elements in the world of industry demand recognition. Welfare work, profit-sharing among employees, insurance against non-employment, mothers' pensions, a Government regulated minimum wage—these are a few of the questions agitating the minds not only of expert economists, but of the rank and file of labour.

In the sphere of national politics we note also dissension and signs of a coming storm. Reduction of the tariff; extension of the Imperial preference; restrictions of monopolies; nationalization of railways, and other public-service utilities; the agriculturalists of the West ranged against the manufacturers of the East; the need of an entente between the French of Quebec and the English of Ontario; the repatriation of returned soldiers; the recent Labour Commission and its functions—what perplexing problems these are in the face of a rapidly increasing and enormous public debt, and the need of safeguarding the political existence of a Unionist party!

As teachers we have no excuse to stand aside, mere spectators of this industrial and political unrest. We owe it to ourselves and to our pupils, not only to take an intelligent interest in national affairs, but also to explain and illustrate (not to solve) the difficulties and problems that demand solution. In so doing we are bringing the world into the class-room. The teacher of History has the opportunity to guide his pupils to think intelligently of these economic, social, and political questions, to read intelligently any discussion of these topics, and to feel the need of a civic consciousness. The war, it is said, has made the world safe for democracy, but it is only by right education that the evils and shortcomings of our democracy are to be minimized.

Let us begin with a clear conception of the meaning of democracy and with an appreciation of the activities of the individual within a democratic society. "The purpose of democracy is so to organize society that each member may develop his personality primarily through activities designed for the well-being of his fellow members and of society as a whole." Three of the normal activities of the individual within society are—(1) as a member of a family, (2) as a member of a vocational group, (3) as a member of a community or civic group. It is

in these three ways he relates himself to his fellows so that he engages in activities that enrich the family life, that render important vocational services to himself and others, and finally that promote the welfare of the community of which he is a member, whether that community be a village, town, city, province or the nation. Aside from the immediate discharge of these specific functions, every individual should have good health, a command of fundamental processes needed as tools in the affairs of life, such as reading, writing, power of oral and written expression, and arithmetic, a power and wish to make a worthy use of his leisure, and finally, enforcing all these objectives, ethical character. These seven objectives are comprehensive enough to cover all the activities of the individual and to serve as aims or ends of all education. It is with one in particular I am concerned—with citizenship.

Now, education should link itself up more closely than hitherto with the social activities of the individual. I am inclined to believe that we teachers of History have not given the subject of citizenship the attention it demands. It has been subordinated to History, and, at best, has amounted to a mechanical teaching of mere information concerning governmental functions and constitutional questions. This method arouses distaste and confusion; it fails to interest. The teaching of Civics should begin with the social activities and agencies closely related to the pupil. For him the home and the school are all-important. Consequently we should make use, first of all, of those projects and problems that demand co-operative solution from groups of pupils. The school clubs and societies, the organization and administration of the school itself, the co-operation of pupil and teacher, and of teacher and teacher—all are avenues or object-lessons in order to develop a sense of collective responsibility. Then we should guide the pupil to examine and relate the social agencies, activities, and services in his own town so that he will appreciate that what he accepted as a matter of course in community life is really an effort to increase the welfare of the community, and that he in turn has a definite responsibility towards that well-being. Gradually he will be inspired to take an interest in wider social activities, agencies, and movements, until he comprehends, perhaps only in part, but very really, the

ideals of our Canadian democracy and the need of being loyal to these ideals.

It is in this connection that I wish to add a plea for the study of elementary Economics as part of the training in citizenship. I have already referred to the upheavals in progress in our industrial relations. I have also made reference to the future expansion of our export trade. Then there are political questions largely economic in their nature demanding discussion and partial solution. Finally, there is the bogey of extreme socialism (call it Bolshevism, if you like) threatening the central nations of Europe and even the precincts of our Anglo-Saxon democracy. It seems to me that if the boys and girls of our High Schools were informally taught the elementary facts and principles of Economics along with the true ideals of citizenship they would be forewarned and forearmed when they come to take an active part in life as wage-earners, producers, and electors. If the University of Toronto finds it expedient and profitable to co-operate with industrial workers so as to give the workingman an intelligent basis for the discussion of economic and social questions, and if we teachers have any faith at all in the efficacy of education to solve social unrest and difficulties by inspiring co-operation, mutual understanding, and good-will, then we should begin with the pupils in our Secondary Schools, 85 per cent. of whom will never enter a University course. In this connection Prof. O. D. Skelton, of Queen's University, wrote as follows: "If the great majority of High School students are going out into the world without further academic training, into a world where political, and, particularly, economic issues are becoming every day more vital, insistent, and perplexing, and if they are to take part in solving these problems that democracy involves, and not become the victims of the prejudice and piffle that pass current, it would seem imperative to give them some opportunity, before leaving school, to become familiar with the facts and principles of business and political life."

A committee of the American Economic Association recently conducted an investigation into the matter of Economics in Secondary Schools of the United States. In the State of Iowa 518 out of 588 High Schools are offering Economics; in Wisconsin 10 per cent. of the High Schools offer Economics as a

separate study; in New York State the tendency is to combine the study of economic questions with the study of History; in New Jersey the Department of Public Instruction has issued a syllabus on Economics with suggestions for teaching; in Minnesota the number of students taking Economics has increased 50 per cent. the last five years, 57 schools out of 221 offering at present courses in Economics. The opinion of the Committee is that Economics is increasing in prominence in High Schools in the United States. A questionnaire was also sent to the president of each college and university in the United States. One of the five questions was, "Do you favour the teaching of Economics in the High School?" Answers were received from 200 colleges and from 70 universities. In reply to the particular question I have quoted, 115 replied that they did, 64 that they did not, and 78 that they did for those that did not go farther than the High School.

My own experience has been that under certain conditions, to which I shall refer shortly, Economics is a worthy and profitable study for the fourth-year students of our High Schools. For the past five years I have had such a class, mostly of boys, and the results have been very satisfactory. Along with History, especially the industrial history of England, the study of the simple facts and problems of Economics has been illuminating and interesting. As a result the boys have taken a more lively interest in current industrial and social problems.

The methods and content of a course in Economics for High School students may provoke discussion. Under present conditions governing our High School curriculum in Ontario—a curriculum already overloaded, where the element of time is so important—Economics may be an elective course, or taught as an adjunct to History in the Upper School. The methods should be largely descriptive and historical. Discussion of abstract theories is out of place, as the pupils have not mature judgment and a knowledge of the facts of business and industrial life to enable them to digest these theories. However, interest can be awakened and maintained by the presentation of problems and of descriptive material.

In conclusion, I may say that the war has taught educators, especially teachers of History, to take a wider view of history,

and to relate our teaching to the activities of democratic society. The stupendous sacrifices of national service, of money, of material, and of human lives have prepared the hearts of our boys and girls for enthusiastic citizenship. May it be our honoured privilege to direct them aright so that ignorance, class-hatred, passion, and prejudice may give way before an intelligent loyalty to the highest ideals of our national life!

THE HIGH SCHOOL COURSE IN ENGLISH.

MISS R. J. McQUEEN.

There is a passage in Newman's "Idea of a University" which I have taken as the theme of this short paper—"All knowledge is a whole and the separate Sciences parts of one. All branches of knowledge are connected together because the subject-matter is intimately united in itself." If this statement is true—and we know it to be so—one of the first duties of the teacher is to lead the pupil to see relations. We know how easy it is for the child to describe one thing, but to compare it with another so as to bring out resemblances and differences is quite another thing. His knowledge consists too often of a mass of isolated facts, and any attempt to bring these into relation causes him to recoil as the task demands a mental effort for which he feels he has neither the time nor the inclination. Yet it is precisely the ability to relate, to weigh and to compare which distinguishes the trained mind from the untrained, and, as teachers, we must try to discover what lies behind the pupil's inability to compare and to judge.

What is the root of the trouble with our High School graduates that Normal School masters declare that they have no general information, professors lament their lack of originality, and business men maintain that they have no common sense? Of course, one obvious answer is that the curriculum is overcrowded with subjects in each of which a maximum amount of work is prescribed. The student's mind is thereby turned into a sort of mechanism for the acquisition of unrelated facts. If the teacher has little conscience, he may aid the process by the plentiful dictation of notes—a device which saves time, temper, and thought, and lends itself to the easy and speedy correction of examination papers.

If it is true that a student finds difficulty in relating his ideas on any one subject, how much more true is it of his attitude toward the different subjects? A subject is regarded as a separate thing, having nothing to do with any other—in fact, hardly on terms of bowing acquaintance with any other, as each is looked

upon as the property of a special teacher, whose duty it is to laud the merits of his own peculiar goods and to decry those of all others. The fact of this separation of subjects is often made strikingly evident to the teacher. A class studying Ancient History comes upon the early Phoenicians. It is hard to get them to understand the commercial importance of Tyre and Sidon in the ancient world. They are referred to the vivid description in Ezekiel 26-28. This raises the question of the relation of time between Bible history and other ancient history, and almost invariably the teacher finds that the pupil is amazed that there is any relation. To him, Bible events happen in the Bible—that is, in a world as far removed from reality as if the inhabitants moved in another planet. If the student can be brought to realize that the Jews lived, fought, and produced a great literature in which they expressed themselves, while the Greeks, and later the Romans, were doing the same kinds of things, he will have at least a faint glimmer of the fact that all laws, art, and literature are but parts of one great story—that of the life of man on the earth.

It is because I have felt that the teacher of English may help in at least two ways to overcome these difficulties that I have chosen to speak on "The High School Course in English." In the first place, he may plan a certain amount of his work so as to bring into closer relation such subjects as Literature, History and Composition,—and in the second place, where he cannot do this directly, he must be careful to choose not only what will stimulate the pupil's interest by giving variety, but he must be able to refer to additional reading as a supplement, thus making the work studied in school a basis for wider reading out of school.

As the teacher of English has greater freedom in his choice of texts than has any other teacher, he may better adjust his material to suit his purposes. He has, in the Lower School, the free choice of what is to be studied, and in all the forms the Supplementary Reading is in his hands. What may he do? Without making Literature the slave of History, he may make the two go hand-in-hand so that neither loses and both gain. For example, we are told that every child should know something of Canadian books. It is a well-known fact that our authors

say that they are better known and more highly appreciated across the line than at home. If teachers are to do anything to correct this, when can it best be done? The High School student studies Canadian History in First Form. Would not that be the logical time for him to begin his reading of Canadian Authors? There is some difficulty, of course, in securing cheap editions for class use, but for Supplementary Literature there is no reason why a student should not make all his First Form work on Canadian subjects. There are enough good stories, poems, biographies and histories to furnish a year's reading and a young student always reads more readily from a short, definite list than from one which confuses him on account of its length and variety.

In the Second Form the range is wide, as the unfortunate pupil is now an examination candidate, and is expected to cover the whole field of English History. This year we have experimented by beginning with "The White Company," (a picture of England and France in the days of the Black Prince) and following that by Richard II. This gave variety and had a continuity of time and interest. There is no doubt that the pupil's interest in the time is increased. Some who were entertained by the story of the trial of Hordle John in the abbey of Beaulieu read Jocelyn of Brakelond as a supplement. If the class after reading these two books should wish to read Henry IV., I can see no reason why they should not do so. If they are tired, something entirely different should be taken for variety. The course in English need not be made a course in History. The point I wish to make is this—if, in Second Form, an historical novel is read, it might more profitably be an English story. It would be better, for example, to read *Kenilworth* or *The Fortunes of Nigel* than *Quentin Durward*, which might be read with profit in Fourth Form when its particular period of time is studied. If one of Shakespeare's historical plays is read, why not an English one—to be studied before or after the novel as the time of the play comes before or after that of the novel?

In Third and Fourth Form the teacher is limited by prescribed texts. Here, however, the teacher may do a good deal by seeing that the pupil's supplementary reading is really supplementary. This year the course prescribed included poems by Coleridge and Tennyson. How better could a child be introduced

to the delights of Charles Lamb than through his study of the life of Coleridge? The pupils should read more of an author's works than those *prescribed*. They will read Christobel and Kubla Khan with pleasure. When they are reading *The Ancient Mariner* a very pleasant hour may be spent on other ballads. If certain students are asked to prepare for reading aloud certain ballads, such as *Hynd Horn*, *Sir Patrick Spens*, *The Twa Corbies*, etc., the reading will likely be intelligible and the class more interested than if the teacher does all the reading. However, as to methods a teacher is best guided by what he knows of the taste of his different classes. May I quote here from an article in the first number of *The Canadian Bookman*?—a passage which seems to me very unjust in its criticism of the methods used in teaching literature? "Our schools, in the attempt to teach English Literature thoroughly and scientifically, have divorced reading from reality. The unhappy student is taught not to read Shakespeare but to do him, with the result that poor Shakespeare gets so overdone as to be quite unpalatable,—not to read Coleridge but to study the *Ancient Mariner* with a view to discovering whether 'I wist' is a corruption of 'ge-wiss' or a preterite of 'witan' and other pedantic lore." This charge might have been true at one time, but at the present I doubt if one teacher in a hundred would be guilty of the folly described.

There is never much difficulty in inducing a class to read more than the work prescribed from Tennyson. In studying the poems perhaps a little care might be taken about the order in which they are read. The pupil begins his study of Greek History in the fall term and comes to the realm of the myth. Why should not the teacher of literature begin with the *Lotos Eaters* and *Ulysses*? They may not throw much light on real historic fact but to study them at this time will serve to show that these ancient tales of heroism and adventure have touched the imagination of men of all ages and are living to this day? The class might read Kingsley's *Heroes* or Hawthorne's *Tales* or a good translation of stories from Homer. Surely no child should leave school without some love of these stories which have been a source of delight through all ages. In the Fourth Form the teacher of English should at least be familiar with the course prescribed in History so that the two subjects may throw light on one another.

Perhaps a word might be said about the English prescribed for the senior forms. In themselves the selections are good but the plan of a repetition of work every three years is open to objection. Any work tends to become monotonous if pursued year after year. There is no doubt that up to a certain point a teacher's ability to give life and interest to his work is increased by his growing familiarity with what he is teaching, but there is a danger that after a certain point study may cease and the teaching become a series of vain repetitions. Nearly all English teachers make a practice of studying with each class one of Shakespeare's plays a year. The numbers of plays suitable for study in First Form is limited. Three of the most suitable are *The Merchant of Venice*, *Midsummer Night's Dream* and *Twelfth Night*. Yet two of these are prescribed for study in the upper forms. We know, of course, that these plays grow in beauty and meaning as they are studied, but we must not forget that we are old and our pupils are young. They like variety, they like to begin new things and they are apt to resent meeting again what they studied in the lower forms. Why could not these particular plays be left for study in the junior school. Again, why should two-thirds of the work in Fourth Form be the same as that in the Middle School? Why should not the older students be given work entirely different from the others? It would mean more study for the teacher, but this would not be an unmixed evil and he would have greater variety in his lesson. I can imagine no worse fate than that of the teacher who was studying *The Merchant of Venice* in ten different classes. He began with the same lesson at nine as he ended with at four and he had asked all the classes the same questions. What must have been his state of mind at the end of the week?

If a pupil dislikes reading—and there are a surprising number who do—the teacher must try to find some special interest which will appeal to that particular child, and select books which will appeal to that interest. This means that he must make a study of that pupil. The books he selects may not be of the highest order, but it is something to have made a beginning, and if it is successful, the student may be induced to branch out a little. I have found that often a student will read a book lent to him by the teacher when he would not read a book lent

to him by the library. It may be somewhat hard on the teacher's library, but in these days of cheap classics a few books may be sacrificed in a good cause. Again, interest in and knowledge of books may be increased by sending students to the public library frequently to get information on special subjects. This teaches them how to use a library and how to select from a book just what is of value on that subject. It accustoms the pupil to using the library for a particular purpose, which is a good thing in itself. Often, too, the pupil finds pleasure in keeping a record of all the books he reads—even if it is a bare list of the names of the books and the authors.

It is a well-known fact that pupils read less poetry out of school than would be expected from their interest in it in class. One rarely sees a pupil carrying away from the public library as week-end reading a volume of poems. Yet the teacher of English wishes above all things to arouse a love of poetry and has just cause to regard his work as a failure if he cannot do so. Pupils of High School age need assistance and guidance here more than in any other reading. The teacher must re-read his poets with an eye to his pupil's interests and select what he thinks they might enjoy. When he has chosen ten or twelve poems from an author's works, let him read aloud to his class enough to arouse their curiosity, let him tell where to find the others and ask the class to try them. There are many excellent collections of miscellaneous poems which might be used. Pupils should memorize a good deal and should be allowed some freedom to choose what they like themselves. It will usually be found that their taste is surprisingly good. War poetry makes a special appeal at present and helps the student who might otherwise not do so, to see that poetry has a real meaning and value in life.

May I say here that, while I have no idea as to what can be done to remedy the matter, the greatest book in all English Literature seems at present to be literally a "a sealed book" to our pupils! Wherever the root of the trouble lies, the ordinary child is distressingly ignorant of his Bible. Whether we wish to teach the Bible in school or not, the fact remains that it is not taught successfully anywhere. I have this year found one First Form in which seven of the class could not tell who the Virgin Mary was, and another in which ten were unable to claim

any acquaintance with Judas. If parents wish their children to know something of the Bible, certainly some method other than the present must be adopted.

The teacher of English meets with many discouragements. If his lesson falls flat, it is a dead, hopeless failure—unlike a failure in any other subject. In spite of his efforts to inspire his pupils with the beauty of the English classics, he knows, in his heart of hearts, that the favourite authors of his pupils are Stratton-Porter and Mrs. Southworth. Yet the teacher does at times unexpectedly find proof that he had built more wisely than he has known and he has the consolation of feeling that he may be giving the student a real love of good books which will be a joy and inspiration for his whole life.

COMMERCIAL SECTION

METHODS IN SHORTHAND.

C. E. JAMIESON, B.A., LL.B.

Mr. President, Ladies and Gentlemen,—It is indeed an honour to be asked to address the Commercial Teachers of the Province on so important a subject as Methods in Shorthand. I am glad to attempt to do so, not on the ground of being unusually fitted for the task, but because I may be the means of stirring up some useful discussion.

Methods in any subject is a matter of much diverse opinion, and rightly so, as it depends to a great extent on the individuality of the teacher and the characteristics of the particular class before him. I am one of those who protest against any hard and fast method being laid down.

I well remember how, when attending the Normal College at Hamilton, we were supposed to hand in to the critic teacher the plan of our lessons before commencing the class. I did this at first, but frequently found that some question asked by a pupil or some other circumstance changed the whole course of the lesson, and properly so, and yet I was criticised for not sticking closely to my plan. Consequently I began to make one excuse after another for the absence of my plan, and generally handed it in the next day. You will realize that whatever my lesson was criticised for henceforth, it was not for deviating from my plan.

Now there is such a thing as too much method, and I verily believe this is worse than none. Once when I was ill, one of the other teachers kindly used what time he could spare in dictating letters to my class. On returning to school what was my surprise when I beheld posted on the wall a chart containing the percentage of each pupil on each individual letter dictated! This might be considered by some an excellent method, but to my mind, a teacher attempting it would keep himself worn out all the time with so much detail work and he certainly could not, in the time allotted, secure the acquirement of any great speed. Teachers in every

department should look upon method as the means and not as the end.

It is a much simpler thing to secure a good method in the teaching of shorthand since the publication of the new Rapid Course in Shorthand. Instead of forty lessons, we now have twenty, and the new text-book has been constructed on proper psychological principles. Throughout the book, the system of word building is employed, as, e.g., in the following words, "tap, trap, strap, strapper," and so on. The proper use of the circle "s" and the hooks "l, r, n and v" is made easier by the use of the terms "left motion" and "right motion." Again the halving principle is illustrated as early as Lesson IV. This is one of the easiest principles to learn, and by introducing it so early, the pupil is able to write with ease many of the longer words which he usually wishes to attempt. It also insures the early introduction of business letters, which is a great encouragement to the student.

The first day with a class of beginners, I merely show how the first section of consonants and the long vowels are written, assigning them for homework, and devote the rest of the space, and indeed a small time each day for a week, to the study of phonetics. This is very important, as, unless this phonetic foundation is thoroughly laid, it is impossible to erect a suitable superstructure thereon.

After the third lesson, in which the last of the ordinary consonants are learned, I use the supplementary exercises for homework, except that every few days, instead of this work, there are grammalogues which must be learned at home. For instance, the grammalogues in Lessons IV and V may easily be learned in one homework lesson. Thus, the homework for the first few days would be as follows:

First evening—The first eight consonants and the long vowels.

Second evening—The second eight consonants.

Third evening—The remainder of the consonants.

Fourth evening—The short vowels.

Fifth evening—The grammalogues of Lessons IV and V.

Sixth evening—The grammalogues of Lesson VI.

At this stage, I begin at the first in the class, giving one column of a supplementary exercise for homework each night, and allowing

five or ten minutes to review any grammalogues preceding an exercise taken up in class.

My experience has been that, as a rule, teachers advance too slowly, and in my humble opinion it is absurd to expect a *perfect* lesson, as each succeeding lesson is, of necessity, a review of the previous ones.

You know as well as I do that most teachers thought they were doing pretty well if they finished Lesson XIX in the old book, dealing with the "shun" hook, in the first year. The result was largely to discourage the pupil, and to render impossible the acquirement of a decent speed in the second year.

I did not take all the supplementary exercises at first, but had frequent reviews in which were used columns which had previously been omitted.

My pupils correct each other's homework each day, and each pupil writes out each error correctly 25 times in shorthand, with once in longhand for each 5 times in shorthand. I am careful to explain that this is not required as a punishment, but in order to prevent them from making the same or similar errors in the future. These errors written out correctly must be on my desk before I enter the room for the next shorthand class. The penalty for neglecting to do them, or neglecting to hand them in in time, is 25 times more for each day's delay. A record of these errors is kept from day to day, and when one paper is filled, it is typed and posted in the classroom. The pupils show considerable interest in these lists, and they are stimulated to a healthy rivalry. It also gives the teacher an excellent permanent record of each student's work.

When we meet an exercise which is exceptionally difficult for beginners, such as that on the W and Y diphthongs, I do not enter the errors against them the first time, although of course they write their errors out correctly the prescribed number of times. My desire has been to show that I desire to be eminently fair to them, and that I realize the difficulties they have, and sympathize with them in their desire to overcome them.

If a large number of errors has been made in exercises written on the board, the words constituting these errors are taken as the homework for the following day. The next day I dictate these words and have the work corrected. This I have found an

excellent method of catching up loose ends which they may not have thoroughly understood before.

When I reached the 16th lesson with my junior class, I changed my plan of work somewhat, and for homework advanced slowly from that point, but occupied the class time chiefly with a review, beginning at the very first. On completing the text, which we did on March 14th, we took supplementary exercises for homework while continuing the review work in the class. In this way, we completed the book for the second time on the 11th of April.

Some days ago, I thought I would test my first year's class with some of the same letters which I had been dictating to my senior class and three were able to transcribe correctly 90 per cent. or over of the words in the letters at 40 words per minute and 23 were able to do so at 30 words per minute.

From Easter to June I shall spend probably one hour per week reviewing, one hour in slow dictation of easy letters, half an hour in reading plates from the textbook, and half an hour in transcribing stories which I shall write on the board in shorthand. I have no doubt whatever but that some 10 or 12 at least of my junior class would be able to do supply work for two or three weeks during the summer, thus getting a little actual experience before taking up the second year course.

At the beginning of the second year in September, my class go all through the textbook again before starting graduated dictation work. Following this, for a considerable time letters are dictated very slowly, five or six in turn writing them at the board. Then I write the letter in shorthand at the board myself. Those who are called on to transcribe must do so from my shorthand to give them a chance to visualize the correct outlines. Then all are corrected and the corrected errors form part of the homework for the following day.

When a letter is given to be written a number of times at home, I write it first on the board and the pupils copy it down. Then the number of times it is to be written is calculated as follows: Suppose at this stage the class should be able to write correctly about 30 words per minute. This would give 900 words in half an hour, and so a letter containing 100 words must be written 9 times. Of course, in setting the speed, the teacher will keep in

mind the fact that this is repetition work which can be written much quicker each succeeding time.

Grammalogues and contractions are frequently reviewed throughout the year, and for this purpose I use not only those in the textbook, but also those contained in Brown's Shortcuts. Quite a number of these are words which are seldom met with or words used only in Great Britain. These I have the pupil's cross out for their present work. Some of the simplest and most convenient of them, I make use of even at an early stage in the first year, such as:

~ , .., V, — , ~ , . . H , M 8 , . l , c x

With regard to various means of stimulating interest in the subject, and various aids, mechanical and mental, I, from time to time, make use of the following:

In the first place, just as position plays such an important part in good writing, or indeed in any mechanical work, I emphasize the need of a suitable posture if one desires to write shorthand well. Then I occasionally take part of a writing class for movements which are of value in shorthand such as:

9 ~ S U U U U ~

There is often a discussion as to whether speed depends chiefly on mental or physical alacrity, but there is no doubt, I think, that both are absolutely essential. The brain is the executive but the hand is the delicate instrument with which the work must be done. Hence exercises which limber up the fingers are as useful in shorthand as in piano technique.

One excellent method of limbering up the fingers is to encourage the pupils to learn the deaf and dumb alphabet. In fact, by this method the pupil acquires both manual dexterity and mental alertness in a way which is mere play to him. For those who have a heavy touch and wish to acquire a lighter one for the pen

and also improve their touch in typewriting, the Braille alphabet for the blind will prove a great help. The study and practice of this alphabet will make the touch more sensitive, and will enable one to gauge distances more accurately in typewriting, thereby helping to overcome such habits as over-reaching keys.

There are many other finger exercises which make for manual dexterity and which are, therefore, of peculiar advantage to the student of shorthand, typewriting and penmanship. It is a well-understood fact that in order to secure freedom of motion within any definite limits, exercises must be performed which require motions *beyond those limits*. Exercises of tension and opposition, of flexing and extending, of stretching and twisting, bring about a marvellous flexibility and freedom of movement, of which the inevitable result is speedy, accurate and easy writing or typewriting.

For instance, I will just illustrate one or two of such exercises.

1. Stretch the extended fingers as far as possible from one to another. Hold them thus for a moment with the muscles tense. Slowly close the hand, letting the tips of the fingers fall upon the large muscles at the base of the thumb, as far back toward the wrist as the fingers will reach. Bring the thumb down tightly against the first finger.

2. Place the hand upon a table. Draw in the fingers, the joint next to the nails being slightly bent. Raise each finger by a movement at the knuckle joint as high as you can, and bring it down with a smart tap, as though striking a key.

3. Extend the fingers of the hand, holding them together. Let the thumb extend outward from the hand. Move the first finger over toward the thumb as far as possible and then return it—, etc.

4. Place the hand on a table or book, with the first finger close to the edge and the thumb placed against the vertical surface. Keeping the first finger perfectly straight, lift it as far as possible above the surface—, etc.

These are just a few of the many and varied exercises which may be used in the limbering of the fingers. At first it may be necessary to assist the movements with the other hand, particularly in the case of the third finger.

In my own work, I find it of great advantage in the second year to have accuracy tests every week or so. For this purpose I use

Pitman's Advanced Typewriting and Office Training chiefly because all the sections are of uniform length, 210 words, and hence from a survey of the record from time, the teacher is able to gauge pretty closely the accuracy of each pupil. These speed tests may also be used as tests in typewriting.

Probably the best book for review work in the second year is Pitman's Examination Tests and Exercises. This book contains long lists of works illustrating each of the principles, and also a great deal of dictation work adapted to the various stages

Another method of arousing interest is in taking two captains who choose sides. Then a shorthand match is conducted on the principle of the old-fashioned spelling match, the pupils standing in line at each side of the room and in turn writing the word on the board. As a rule only the shortest and best way of writing the word is counted as correct, although occasionally where a word is written in accordance with rule and shortly, but not according to custom, I allow it as correct, but take occasion to point out the more usual method of writing it.

It is indeed very difficult to get pupils to understand that reading shorthand is just as important as writing. I doubt if any of us spend sufficient time in the reading of shorthand at sight. Of course, my class time is so limited we cannot do as much of this as I would like. However, I encourage the pupils to get easy and interesting books in shorthand, such as Rip Van Winkle, Gulliver's Travels, etc. If a pupil does not feel like spending the money, I suggest them forming a small club, each paying a fee ranging from ten to fifty cents and buying one or two books to be read in turn.

Transcribing one's notes at the stage where most of the vowels are left out is at best a difficult performance, or at least until the student has had a year or two of actual office experience. However, this may be made much easier by the teacher writing a paragraph or two on the board in the reporting style, and requiring the pupils first of all to write it down in longhand in skeleton form; afterwards re-writing the whole matter. After a little of this practice, the student remembers to adopt this plan whenever unable to transcribe a particular word or phrase.

I have found it of great service in my classes to give a small certificate whenever a pupil has correctly transcribed 90 per cent. of the words in any shorthand test. These tests are held about

every two or three weeks in the second year. In the first year the minimum speed for a certificate is 30 words per minute, and in the second year 40. New certificates are issued at 60, 75, 100, etc. I adopt the same plan in typewriting, beginning at a speed of 15 net words per minute, and giving a new one for each gain of 5 words per minute.

In the second year, I arrange to have double spaces for shorthand three times per week. This greatly facilitates the work, and gives time to have considerable transcription done on the typewriter. When a letter has been dictated, six or eight of the class go at once to the typewriting room and transcribe the letter in proper form, afterward putting it in the wire basket on my desk so that I may look it over.

Another plan I have adopted is to insist that each pupil keep a small note book in which to record his errors or unfamiliar words, and these lists are used from time to time for blackboard work. In this way a larger shorthand vocabulary is acquired.

Occasionally I write a sentence on the board in shorthand, and after the pupils have copied it down, I time them for one minute while they write it down as many times as possible. Then they try again, and usually manage to get 20 to 50 words more done the second time. This method relieves the monotony somewhat, and does much to encourage speed exercise.

It must be continually kept in mind that brevity without legibility and readability is of no use. A definite and systematic method of reading should be adopted; fluency and accuracy are just as important in reading as in writing. To this end it is a good plan to read the notes of others, and notebooks should occasionally be exchanged in class for this purpose. The reading of shorthand gives one more opportunities of improving his acquaintanceship with rules governing the formation of words and phrases, and of increasing his shorthand vocabulary and the facility with which he can read his own notes. One must remember that shorthand is a two-sided art; writing being the synthetic side and reading the analytic side.

In conclusion, it is well for us to realize the culture value of stenography. There are at least five distinct mental operations carried on continually during verbatim reporting:

First, there is the sensation of sound received by the ear.

Second, there is the perception by the brain of the word uttered—practically simultaneously with the sensation of hearing in the case of a distinct speaker, but often delayed when a speaker drops his voice, or a witness in court has a foreign accent.

Third, the stenographer must analyse the structure of all the less common words in the sentence, all except the stock words and phrases, which he writes by a practical automatic habit.

Fourth, these relatively uncommon words must be put on paper according to the principles of the system employed. This one operation involves many subordinate and infinitely swift efforts of recollection, association and decision.

Fifth, all these mental operations are carried on while the pen or pencil is from two to three words to an entire sentence behind the speaker—thereby complicating the situation by compelling memory to keep pace with attention. In other words, while the scribe is writing the predicate of one sentence and analysing an unfamiliar word in the subject of the next, he is at the same time giving his auditory attention to the predicate of the second sentence then being uttered by the speaker. This is impossible to an untrained mind.

THE TEACHING OF COMMERCIAL GEOGRAPHY.

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The change in emphasis in the teaching of Geography in recent years has been very marked. Previous to the appearance of Chisholm's Handbook of Commercial Geography in 1889 no serious attempt has been made to connect the facts of Commercial Geography by causal relations and to impart to them much human interest. A dozen authors since have followed in his footsteps but I do not know that the pioneer work has yet been surpassed. They all have characteristics in common. They assume, as we have a right to do in the High School, some knowledge of the general principles of physical geography and acquaintance with its terminology. They contain chapters on Commodities of Commerce, on the general geography of Trade, and devote most of their space to a regional survey of Commercial Countries. The names of several of these are doubtless familiar to you all. An excellent selection from them may be found in the Circular of the Education Department on Commercial Schools and Courses. For every day use perhaps as useful as any are Chisholm's Commercial Geography; Lyde, L. W., Commercial Geography, and Curr, A. C., Commercial Geography,—stressing as they do different aspects of the work. Add to these for reference some Annuals—"The Canada Year Book" and "Heaton's Annual" and either "Whittaker's Annual" or the "Statesman's Year Book"—and we have a storehouse of up-to-date information available.

The field of Commercial Geography is so very wide that the teacher is forced to limit his scope. Unhampered here by the demands of external examination we have a fine opportunity to develop local interests and to vary the stress as the interest of teacher and pupil may point the way. These interests have been dominated for the last four years by the overpowering demands of war. Parents and pupils alike have perforce become students of economics and commercial geography, and governments

have been energetic and efficient teachers. The world's centres of wheat production; why wheat is exported rather than corn; the methods and lines of transport; the economy of machinery and energy in the farm tractor; the significance and value of human labour, in all this we have been well drilled. With our own excellent government literature you are all familiar. A list of our more permanent government publications is contained in *The Canada Year Book*, published by the Department of Trade and Commerce. A useful list is contained in the *Library Catalogue for Public and Separate Schools*, published by the Ontario Department of Education. Excellent material is issued by the Government of the United States, list of which with prices may be obtained by writing to the Superintendent of Documents, Washington, D.C. Among them may be mentioned especially the *Lessons in Community and National Life*, or the more recent *Geography of the World's Agriculture* with its admirable charts. I do not know a lesson which illustrates better the idea of causal relations in Commercial Geography than that on the growth of New York in Series C of the *Lessons in Community and National Life*.

School Documents, No. 14, published 1915, by the Boston Public Schools, describes as the chief aims of Geography teaching an abiding interest in the different peoples of the world, their industries, their achievements, their relation to ourselves, (2nd) a mastery of geographical facts and principles, sufficient to enable the pupil to explain (a) the growth of leading cities, (b) the development of important industries, (c) the dependence of one part of the world on another, (3rd) a working knowledge of the subject by a training in the use of maps, texts, and reference books, so that he can work out new problems independently.

There are, of course, difficulties in dealing with so large a topic as this. One of the reasons of the frequent unpopularity of this branch of the subject has been doubtless that the pupils felt that these facts had not much relationship to their own curiosities and had little meaning in their lives. They missed the relationship of cause and effect. There was too little sense of proportion, too little active participation. There was no problem to solve. They did not arrive at conclusions, they were presented with facts.

The text-book in Geography itself is bound in the nature of things to be largely a work of reference, a storehouse of information, though every care be taken to relate these facts by cause and effect, e.g., the relationship between the physical features and climate of a country and its natural products is doubtless one of cause and effect, but the student cannot have enough information to draw the inference for himself. What he is learning is two sets of facts with a general connection that his past experiences warrants him as accepting for true.

This social aspect of Geography is of importance in preparing the pupil for his duties as a citizen: Our political questions are largely commercial and economic; our interests are not narrowly provincial; we have not lost the spirit of our ancestors who made the whole world their field of enterprise; our commercial relations widen more and more and to foreign and distant lands—the world is drawn closer together, more and more it matters to us whether peoples in our own land or in other countries are comfortable or miserable, efficient or inefficient.

One or two suggestions I should like to make with regard to methods. The first is that we would do well to be sure that pupils have a fairly accurate knowledge of certain units of comparison to enable them to understand the language of geographical literature in and beyond the texts, e.g., in government reports. They should know, for example, the population of their own town and the nearest neighbouring towns or cities, one, say, of 4,000 population, one of 10,000, 20,000, 100,000, and 500,000. With this they have a basis of comparison when they come to study foreign countries. Of course only the first hand experience of living in towns of all these types will give one a real knowledge of their characteristic features, but short of this, description may do much, and we should establish such units of size in the minds of the pupil as well as we can. So with units for density of population. Does the pupil know the number of people per square mile in Canada? in Southern Ontario? in England? So for units of distance. How far does a railway train travel in a day? an ocean steamboat? How long does it take to go from the home-town to Toronto, to Montreal, to Halifax, to Vancouver, to England? Does the pupil know approximately the latitude and longitude of his own

home-town? or its characteristic annual temperatures and precipitation?

My second suggestion is that pupils should more frequently be given something to do instead of something to learn. Here may I quote from a recent publication of the English Board of Education relating to elementary schools:

"The training of older scholars in the use of books as works of reference is so important that it may be useful to give a few miscellaneous examples of problems set for this purpose, which have been dealt with successfully by children in their final year at school:

(a) With the help of your atlas and a railway guide find out how long it would take you to travel (1) from your home to London, (2) from Newcastle-on-Tyne to Bristol. What towns would you pass through, and what are their industries?

(b) From the daily newspaper find out the destination of large steamers sailing from Liverpool and Southampton and the routes to be followed.

(c) Find out, from books in the school or the lending library, and from maps of any kind, in what parts of the world people live in tents, and why.

(d) In Scotland there are 366 sheep and 63 cattle per thousand acres; in Ireland there are 183 sheep and 228 cattle per thousand acres. Explain, using all the kinds of maps you have, the difference between these figures for the two countries.

(e) Find out, from Whitaker's Almanac or other books of reference, which regions of the world grow cotton, in which countries it is largely manufactured, which regions import cotton goods from the British Isles.

(f) Imagine a large island in the North Atlantic, half way between the British Isles and Newfoundland, and determine, with the help of your atlas and your text-books, what its climate and probable products would be.

Great care will be needed to secure that the exercises are presented in suitable sequence; and more than one lesson may be required before any one problem of this type can be worked out."

More advanced types of questions may readily be framed for older pupils, and as far as possible they should be based on current events of large interest. Sutherland's Problems in

Geography will give many useful suggestions. If pupils or teacher have access to much current literature in the way of newspapers and magazines and government reports, they will find both pleasure and profit in collecting pictures and articles on current geography and filing them in scrap-book or filing case. The teacher, at any rate, and why not the pupil? may edit and enlarge his text-book continually by marginal references to his filing case or scrap-book or by interleaving the text and so keeping it always up-to-date. The pupil will at any rate compile his own notebook of geography, with notes of class work and maps and charts constructed by himself, and recent information based on his study of current events in geography.

In a brief paper one cannot do more than suggest some of the many sources of interest by which commercial geography may be enlivened and made real. Useful and interesting tales of travel and adventure abound—commerce is a tale of adventure. We have at our disposal travel booklets, railway and immigration literature, current magazines, among which one may mention the *National Geographic Magazine*; *The Journal of Geography*; *The Bulletins of the Pan-American Union*, a monthly magazine with a wealth of information about South America; *The Journals of Commerce* of New York and of Montreal, with their supplements; *The World's Work*, etc., and, for the teacher: *The Journal of Geography*, Madison, Wisconsin, and frequent articles on geography in *School Science and Mathematics*.

To give adequate ideas as well as to lend interest, pictures in some form are essential and every commercial class should have its lantern and collection of slides. The Keystone View Co., Meadville, Pa., and Underwood and Underwood, New York, offer large catalogues of slides for sale. Fortunate is the teacher who can make his own slides from his own collections of pictures.

Of all these resources I can barely make mention, but I have failed in my aim if I have not left with you my own impression of the great possibilities of human interest and social importance in the teaching of Commercial Geography.

HIGH SCHOOL PRINCIPALS' SECTION

DAY INDUSTRIAL CLASSES IN THE HIGH SCHOOL.

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The word reconstruction is on the lips of everyone these days. Perhaps, like the word "camouflage," it is being over-used. Reconstruction means building up again on the old foundations. Construction, building anew on new foundations, would be the better word.

The war has unsettled many things. Social conditions, relations between capital and labour, economic conditions, commercial and industrial conditions, will never be the same again. All of these are being re-examined with a view to constructing a new and better and happier world.

So also with education. The war has shown, as perhaps nothing else could do, the need for a trained, educated, intelligent and patriotic citizenry. Just as the war taught the nations to make tremendous efforts, and to accomplish by united action unheard of and unbelievable results, so the nations in a new spirit of confidence are proposing steps forward in education, that a few years ago were believed too great to take. Great Britain, United States, France and other nations are proposing and indeed putting into effect great and progressive schemes of education. The greatest resource of any country is its youth, and the aim of all these schemes is to educate to fullest extent all of its young people.

Mr. Fisher, in introducing his new education bill, in the British House of Commons, said, "I ask, then, whether the education which is given to the great mass of our young citizens is adequate to the new, serious and enduring liabilities which the development of this great world war creates for our Empire, or to the new civic burdens which we are imposing upon millions of our people. I say it is not adequate. I believe it is our duty here and now to improve our system of education, and I hold that if we allow our vision to be blurred by a catalogue of

passing inconveniences we shall not only lose a golden opportunity, but fail in our great trust to posterity."

Sir Gilbert Parker says one of the five things the British Empire must do is to increase technical education.

The British Trades Union Congress called "for a system of education in which every child obtains full and equal opportunities for developing its faculties, intellectual, physical and moral."

The aim in all of these forward steps is to educate all of the people. One of the steps being taken is to raise the compulsory school age. No single piece of legislation could do more to raise the general level of intelligence and efficiency and to ensure the welfare of democracy. Great Britain has raised it for full time education to 16 years or part-time (eight hours a week) from 14 to 18 years of age. Similar steps are being taken in France, in many of the United States and in some other countries. This raising of the school age involves a re-examination and re-organization of our curriculum to meet the needs and abilities of the many young people it will keep in the schools. It means a much greater variety of courses of study.

Canada, and especially Ontario with its industrial life, cannot afford to be left behind. (Since the foregoing was written the Provincial Legislature passed a new School Attendance Act raising the school age to sixteen years, and part-time attendance to eighteen years. This Act will come into force as soon as the schools can be organized to meet the new obligations placed on them.)

The world wide disaster has brought home to us most forcibly that *all* the people must receive education, and that this education must be for

health
vocation
citizenship
leisure.

Education for vocation is the subject of this paper. Demands for good vocational education are inevitable in the social economy of our time. The war has given an extended vision of the needs and possibilities of vocational training, that all the citizens of the nation may have opportunities for development.

Our present High School courses are organized around certain traditional subjects which are supposed to give a "training of the mind" that may be transferred to any field of human thought or action. The curriculum is designed for a selected few from a group of the people who desire their children to enter the professional callings. There are two such courses in our schools, college preparatory and teaching. They are really vocational courses with a limited field of service.

The result of adopting the same curriculum for all regardless of their talents, their prospects, or their desires, has had its natural consequence—large groups of the youth of the country have not received the education they needed or wanted, further still larger groups have dropped out of school without any but the most elementary education. As public education has spread and the mass of the school population has increased in heterogeneity the defects of the scheme have become more and more apparent.

The introduction into the High School of a commercial course, also a strictly vocational course, has opened the door of opportunity to a fairly large group of our young people. Few of the pupils in this course would get any secondary school training at all if it were not for this open door. No one will deny that they get an education for health, for vocation, for citizenship, for leisure, that they would not get had they dropped out of school.

These are true vocational courses, courses of study preparing for definite occupations. They have been refined, and improved and adjusted until they furnish in a satisfactory way the training and preparation needed for the vocations of teaching, professional life or commercial work.

It is claimed, however, by the culturalists, the conservatives or the stand-patters, that the traditional curriculum affords the best education for any youth, that it gives a "general discipline" or a "mental training" that fits one for any calling in life. This claim depends upon the validity of the doctrine of "general discipline," of transfer of "training and abilities." This doctrine has been pretty well discredited, and psychologists tell us that the so-called mental disciplines, "training of the memory," "training of the imagination," "training of the attention," and

so on, are chiefly by-products and that they cannot be trained in one field and transferred to another.

There remain, however, other doors that we ought to open, viz., the doors to agricultural training, industrial training, home-making training. There are groups of youth just without these doors and needing these kinds of training, larger than the groups who are now getting vocational training for the professions, for teaching and for commerce.

There is a strong and insistent demand on the part of the public that these forms of education be given. Technical or industrial education, in particular, is being demanded on every side of us.

Roosevelt said not long since, "I believe we should educate men and women towards and not away from what is to be their life work, towards the home, towards the farm, towards the shop, and not away from them."

The American Federation of Labour in a recent report declared: "All children cannot attend colleges and advanced technical schools and become doctors, lawyers and engineers, consequently there is a real demand that the educational system should recognize other legitimate and worthy aims besides those of preparing for the colleges and the professions.

Because wage-earners have been taught by life that equal educational opportunities adapted to the needs of all are a condition requisite to equal economic opportunities, they have been foremost in pressing demands for the incorporation of industrial education and vocational training, as a part of our school system."

The Trades and Labour Congress at Quebec in September, 1918, said, "It is folly to expect new industries requiring technically trained men can succeed in Canada without a progressive policy of technical education."

Further, if Canada is to gain a larger place in the world for finished products from her stores of raw material, or even to retain the place she has, she must do as her competitors are doing, increase the efficiency of her methods and of her workers. There is no longer any genuine apprenticeship system. Special knowledge and general trade intelligence can no longer be obtained under the large production methods used in our shops.

Industrial training must find a place in schools. Especially

will this be the case when the school age is raised to sixteen or eighteen.

This industrial education need not be, and should not be, of a narrow restricted type of instruction, but rather a training for life in an industrial society. A boy in this course can receive just as good an education for health, for vocation, for citizenship, for recreation, as the boy in the commercial or the matriculation course. The instruments of training are different, that's all. The boy will receive academic and shop training side by side, he will become familiar not only with the tools and processes of industries, but with the nature and properties of the materials used, and the scientific laws underlying the various industrial pursuits, and their historic, economic, and social bearing.

In large centres like Toronto, Hamilton, London and Ottawa, technical education has already been taken over by special schools. In the ordinary small city of from 10,000 to 20,000, however, separate technical schools seem out of the question for the present. The best place for it seems to be the composite High School, or what the Americans call the cosmopolitan High School. It is the democratic way. The ordinary High School has already the equipment and accommodation and teaching power for the academic, physical, recreational and civic training. There remains but to add the necessary equipment and accommodation for shop or industrial training. How this can be done will have to be a matter of study of the local conditions and requirements of each High School district. In any case every High School Principal ought to be on the alert to do his share in the work.

The Ontario Government has already made a large appropriation for promoting and helping this work. It is reported that the Dominion Government has promised to make substantial grants towards maintenance and maybe capital cost of technical schools.

The organization of our secondary school system into a variety of vocational courses, viz., teaching, college preparatory, commercial, agricultural, home-making and industrial courses, might well be accompanied by the organization of the school system on the 6-3-3 plan, viz., six years in the primary school; three years in the junior High School, and three years in the senior High School. This would make the break between pri-

mary school methods and High School methods come at the age it ought to come at, viz., about twelve years, the beginning of adolescence.

The physiological age of a pupil ought to be more considered for promotion than the chronological age, or even the completion of a prescribed amount of academic work.

Such a change would have many advantages. Those who wish to begin the study of Latin or a foreign language could do so at the best age for beginning. Language teachers say this is to be devoutly wished for.

It would be possible for many smaller places that now have no secondary school, or have a struggling and inefficient High School, to have an efficient junior High School. Many of these junior High Schools might with great service to the community feature the agricultural course or the local industry.

It would enable the schools to retain a large group of boys and girls who drop out of school between the senior third and junior fourth books. Many pupils do learn, i.e., make mental growth, better by contact with things with which they work with their hands than they do in other ways. They are the motor-minded. This class needs constant hand work or shop work to develop their maximum mental growth. Without it they become discouraged, over-age and drop out. The motor-minded boy has as much right to an education as the book-minded boy. Moreover he is going to be a citizen, the State must see that he is an intelligent and useful citizen.

It would make it possible to begin industrial education where it ought to begin, at the age when the boy wants to do things, to make things, to see the wheels go round. The junior High School industrial course on the shop side should be a series of try-out courses in many different kinds of work, that the boy might get a wide view of the industrial field and its relationships and a general industrial intelligence. At the end of this junior course he will know what line of industry he is fitted for or would like to follow. In the senior High School course he would devote his shop time to his chosen vocation.

The adoption of this junior High School plan is now permissible for pupils in the industrial or home-making courses under the Industrial Education Act. Pupils who have been admitted to the Junior Fourth book may be admitted to an industrial course.

The High School Principals of the Province have the experience in organization and in promotion necessary to take charge of this new work, and they have shown by their success with evening industrial classes that they are willing and able to help in the promotion of technical education. There is a popular enthusiasm for education, especially for practical education, that should be guided and used by the only men in sight equal to the job.

Technical education is with us, here and now. If the High Schools oppose its introduction, or hold aloof from it, we shall find a new set of schools growing up in opposition to the present schools. A spirit of antagonism between the academic and the technical schools would be wasteful, hurtful and undemocratic. It would hurt both kinds of schools—more, perhaps, the academic. The public is willing to provide money, indeed to provide it liberally, for industrial training. Encouragement of this will-to-provide, an open mind, and a spirit of co-operation will benefit all the schools, and the cause of education.

Perhaps a few words about this work in an average small city will be interesting. Windsor is typical, in its industrial life, its classes of people and its educational facilities, of a dozen other places in Ontario. All these medium-sized places have the same problem so far as vocational education is concerned.

In 1913 we began the work with evening classes. The kinds of work taken up and the number of persons attending the classes have steadily increased. During the past winter we had a great many, about 800 pupils and 30 teachers in the evening classes. These classes serve large numbers of the community that have no other opportunity of service by the schools. They make for popular enthusiasm in the city for schools. There is no trouble getting money for schools where the interest in them is found in all classes.

We recently completed an addition to our Collegiate Institute at a cost of over \$200,000. It was planned with the idea of making it the centre of the community and educational interests of the city. There was no difficulty about getting the money, there has not been a word of criticism or complaint. And yet I am absolutely sure that the chief factor in this attainment was the success of our evening classes and general community service. Our estimates for 1919 passed the Board the other day without a word of objection. The estimates

were for evening classes, \$11,985.00; for day industrial classes, \$13,255.00; for High School classes, \$55,481.00.

In our addition we made provision for shops so that we might start day industrial classes. In September, 1917, we started with two new courses, an industrial course for boys and a household arts course for girls. The boys had an enrolment during the year of 18, and the girls' class of 13. We began under discouraging conditions, the contractors were not out of the shops, the benches and tools were three months late, and machinery was five months late, the first teacher left after a month, the next one did not realize the problem. In spite of all these troubles, however, the boys stayed with us practically all to the end of the year. The household arts class suffered similar handicaps in the way of unfinished accommodation and lack of equipment. However, they stayed with us also.

So much time had been lost through these things, and so many adjustments had to be made during the year, that we believed none of these pupils would come back for a second year, and accordingly I made no provision in the way of teaching power or classroom accommodation for a second year in either of these courses.

To my surprise and delight nearly all of the boys came back for the second year and some of them are already asking me what we are going to teach them next year.

We had also new or first year classes about equal to those of the previous year.

Altogether we have had 32 boys enrolled in the industrial course and 18 girls in the household arts course, making a total of 50 young people who got some secondary school education. Some were already in High School, some had just passed the Entrance, some had tried but failed, some had not reached the Entrance. Of the whole number only one boy would have continued in an ordinary High School course. Of those who came in without Entrance, none of them would have continued longer in the Public School. This work was their open door.

Many of these pupils have a re-awakened and renewed interest, indeed a zest, in their education. The girls in the household arts class have been furnishing a practice apartment house. They have studied design, material, cost and suitability of furniture, rugs, curtains, utensils, etc., with great interest. They

were given so much money for each room in the apartment, and were allowed to select from the stores all the furniture and furnishings. The whole class went shopping and needless to say they went to all the stores in town. They could buy where they wished. They are as proud of their apartment house as if it were their own.

The boys in a recent exhibition at the school showed tables, furniture and apparatus for the school, and furniture for themselves which they had made. They had the producer's pride in their work, and were as keen for approving comments as any artist.

Is it worth while? These boys and girls are in school with adolescents of their own age and interests, they get physical training with the others, they take part in school sports, social affairs and other activities, they are interested in school spirit and proud of their own contributions to it. They are doing the academic work prescribed for them as well as the pupils in the other courses. I am absolutely convinced that they are getting an education for health, for vocation, for citizenship, for leisure, just as good as the pupils in other courses are getting. They have a right to this education which cannot any longer be denied them.

Twenty years ago we started our commercial course with seven or eight pupils. For two or three years we had doubts and discouragements. Last year we had 164 pupils in the course, nearly one-third of our school. Very few of these pupils would take the teachers' course or the college preparatory course. Opening the door to commercial classes has increased our service to the community nearly 50 per cent.

Two years ago we started our industrial course and household arts course with 31 pupils. Who can foresee what twenty years development will bring in this work. I am satisfied it is opening the door of opportunity to a very large group of our future citizens.

SUPERVISING AND TRAINING DEPARTMENT

EDUCATIONAL TESTS AND MEASUREMENTS.

S. SILCOX, PRESIDENT, SUPERVISING AND TRAINING
DEPARTMENT.

The address of the President of a Department should emphasize outstanding developments in education and should remind the members of certain views of education that are apt to be overlooked in the daily routine of teaching and inspecting. Accordingly, I wish to emphasize three great truths:—

1. That education is not inherent in any subject of study but depends upon response to such stimulations as come from and through the subject.

2. The fundamental aim of education is to prepare for life, not to learn arithmetic, geography and history.

3. That intelligence takes precedence of information, and that it is important to measure both, but more especially the former.

The whole of my address will deal with these three definite statements, but the last one will receive the greatest share of attention, because it is, I think, the newest development in education and should be studied in order that we may criticize wisely the proposals that are being made by the apostles of this new educational instrument.

1. Heated debates have been waged in the O.E.A. sections on the relative values of Classics and Science, and the debaters have usually declared that there was something in these subjects or in their use in life that determined their value. I wish to say that their value depends upon the amount of favourable reaction towards society that they secure from the students. If the study of Classics or of Science tends to make a man a constructive unit of society and to avoid seclusion, then that study is a success. If that study makes him more sympathetic with human struggles for equality of opportunity in every field of life, it is a success. If it makes him believe that humanity has ever struggled upward towards "the gleam" and makes him con-

structively helpful rather than destructively critical, it is a success. In other words, if it secures a better adjustment to the community in which he lives or leads him to improve it, it is a success. The argument should proceed upon that basis and the merits of the disputed subjects should be decided by their results in preparation for life as it ought to be lived.

As a matter of fact you and I know many classical scholars who are uplifting their communities, and probably as many scientists who are doing the same. We also know as many of each class who are about as much use to their community as the Chinese washee man in his humid shop atmosphere that is endured for a time only because he has some skill of hand for which we are willing to pay.

G. Stanley Hall says, "Humanism is not assured or even helped by a little Latin, nor even Art or Literature, but we must chiefly *develop it right out of the heart of each of the chief occupations themselves*. The stories of its processes and inventions, the sources of its material, the destiny of its products, its role in modern civilization for the individual and the country—this is a new old culture element which can give each intelligent workman in the world to-day a new sense of wide relations and of essential service to mankind." (Ped. Sem. March, 1919, pp. 85-6.)

With this statement of the case I shall leave each of you to decide the superiority of Classics over Science or vice versa in developing character. Whatever our conclusion may be, we must all admit that a certain fund of information in many different lines is necessary in order that we may interpret the world about us, the records of the past achievements of the race, and the probable developments for the future.

2. This brings me naturally to my second statement that real education is life. Anything that detracts from completeness of life is to that extent a failure in education. Here is the starting point. How does it contribute to life? Could the child be doing something that would contribute more to the complete life? Does his environment and occupation, as a matter of fact, detract from completeness of life? This places healthful conditions and care of health first; arithmetic, reading, and spelling second. In fact, just so far as arithmetic, reading and spelling contribute to healthful conditions and to the health of the pupils

and teacher are they at all worth while. I, of course, include both bodily and mental health. If these are fairly sound, there is hope for good moral character. If one's reading is dragging him down, physically, mentally, and morally, then he were better illiterate. The great danger of illiteracy is that it leaves one at the mercy of his immediate environment, but when the reading environment is distinctly retrograde what hope is there?

3. *Intelligence vs. Information.*

Perhaps in no other field has there been greater confusion than here. The practical man does not confuse these terms as badly as the teacher does. In the last ten or fifteen years, however, there has been an extensive effort made to distinguish them. Possibly there is still lack of clear distinction, but fundamentally intelligence is the ability to look ahead while information is the store of past experience in available form. While the first is impossible without the second, it is quite possible to have an excellent store of information without having the ability to look ahead and prepare for changed conditions.

Intelligence deals with present and future personal adjustment while information deals with what the individual and others have done in the past. Intelligence asks and discovers what must be done, information asks and discovers what has been done.

These comparisons are sufficient to indicate that intelligence needs tests quite different from information if it can be tested at all.

J. Carleton Bell says, in the *Journal of Educational Psychology* for January, 1919,—

“One of the incidental by-products of our military activity has been the stimulation of popular interest in mental measurements. When the war broke out the psychologists mobilized and offered their services to the government. Not only that but they devised and induced the government to adopt a plan for the testing of recruits that was unlike anything that the world had seen before. . . . Never before has the recondite subject of psychology been held in such high esteem.”

In line with this increased respect for this line of work, the January number of the *Journal of Educational Psychology* is entirely devoted to the subject of tests and measurements as shown by the following topics,—

“The Importance of Diagnosis in Educational Measure-

ment"; "Mentality Tests for College Freshmen"; "Some Data on the Binet Test of Naming Words"; "A Preliminary Test in Chemistry"; "The Effect of Summer Vacation on Ability in the Fundamentals of Arithmetic"; etc., etc. One who buys this number at fifty cents without some previous knowledge of the subjects of Tests and Measurements would have wasted half-a-dollar.

The literature on this subject has developed during the past ten years into a special class by itself. A bibliography published recently by the Bureau of Educational Experiments, New York, covers 116 pages in pamphlet size, with 1,428 titles. Most of these, of course, are magazine articles or bulletins, but probably one-eighth are books.

G. Stanley Hall says—"Of all psychic qualities we have the best tests for intelligence. In addition to the ninety which have grown from the original fifty-four French tests for psychological age, we now have many series, besides three specially devised for the army, on the basis of which intelligence scales can be built. Here standardization is a prime requisite, *for without it there can be no comparisons*, and these are essential for any science. *A real standard is of universal application.* . . . It is more or less outside of and independent of school work." (Ped. Sem. Mar., 1919, p. 81.)

In the light of these facts, it is time that we should become familiar with these tests and measurements in order that we may accept or reject them in our work.

A distinction between tests and measurements must be made. *Tests* are devised to discover general intelligence; while measurements are used to discover knowledge of individual subjects, such as writing, spelling, arithmetic. The latter correspond more nearly to our written examinations, with this noteworthy improvement, that every question or word given has a definitely known value. In other words each question is standardized. This will be made clearer as we proceed.

The General Intelligence Tests most in use are—

The Binet-Simon Scale (original).

The same revised by Goddard of Vineland, N.J.

The same extended and revised by Lewis Terman of Leland Stanford University.

A Point Scale based upon the B.-S. scale by Yerkes-Bridges and Hardwick of Johns Hopkins University, Baltimore.

Whipple's Tests of which the discrimination of weights is the "classical experiment of quantitative psychology."

The Trabue Completion Tests and three dozen others.

Special tests devised for use in the war.

The form in your hands will indicate the nature of all general intelligence tests. It is Goddard's revision of the Binet-Simon scale. There are five tests for each mental age from three to twelve, and further tests for adults. Definite instructions on how to give the tests are furnished by Goddard so that it is possible for many people working independently to get comparable results. A child six years of age should pass all tests for four, five and six. If he passes any five tests above those for six years he is said to be one year older mentally than physically; that is, his physical age is six years, and his mental age seven. Or if he passes any ten tests above six he has a mental age of eight years and is two years accelerated.

If anyone wants to use these tests I recommend Terman's Revision, because he has written a book, "The Measurement of Intelligence," and has prepared much more convenient and elaborate material for carrying on the tests than any other writer. Moreover, there are six tests for each year, each representing two months of mental age.

USES OF THE TESTS.

1. *To Detect the Feeble-minded.* "It is safe to predict that in the near future intelligence tests will bring tens of thousands of these high-grade defectives under the surveillance and protection of society," says Terman. Think, too, of the use of such tests in keeping out undesirable immigrants. Many of our difficulties of the present day arise from this class of immigrants, not merely illiterates but defectives. Note that all these tests are applicable to illiterates as well as to literates.

2. *To Determine the Cause of Delinquency.* "At least 25 per cent. of our criminals are mentally weak."

3. *To Detect the Superior Children,* so that we may provide for their more rapid promotion. "The number of children with

very superior ability is approximately as great as the number of feeble-minded" (2 to 3 per cent.). "Our data show that teachers sometimes fail entirely to recognize exceptional superiority in a pupil."

4. *To Assist in Grading Children Properly.* "It would be desirable to make all promotions on the basis chiefly of intellectual ability. Hitherto the school has had to rely on tests of information because tests of intelligence have not been available until recently."

I am quite sure that a Principal of a school could, with Terman's tests, place a pupil in the proper grade with less than half-an-hour's work. What he wants to know about a new pupil is what he can do, not what he has done.

5. *To Test for Vocational Fitness.* "Industrial concerns doubtless suffer enormous losses from the employment of persons whose mental ability is not equal to the tasks they are expected to perform. The present method of trying out new employees is wasteful. A more satisfactory method would be to employ a psychologist to examine applicants for positions and to weed out the unfit. Any business employing 500 to 1,000 employees could save in this way many times the salary of a well-trained psychologist.

"When we have learned the lessons which intelligence tests have to teach, we shall no longer blame mentally defective workmen for their industrial inefficiency, punish weak-minded children because of their inability to learn, or imprison and hang mentally defective criminals."

E. L. Thorndyke, in *School and Society*, says, "Our present standard tests of intelligence need to be greatly extended and improved; and expectations from them need to be kept modestly in line with facts. Compared to what we should like to have they are very faulty.

Compared with what they replace, however, they may be notably superior. What they replace is the opinion of a parent a teacher or employer Investigation of such one man opinions has in general shown them to be very inaccurate.

Our tests have taken too narrow a view of intellect, but the school teacher's view is still narrower." (Vol. IX, No. 216, Feb. 15, 1919.)

In the issue of March 27, 1919, of *School and Society*, there is a special article on *A Terman Class in P. S. No. 64, Manhattan, an Experiment in Selecting, Grouping, and Training a Number of Children of Very Superior Intelligence*.

It is interesting to find that educators are awakening to the fact that if the very inferior children are entitled to special training, the very superior children have an equal or greater claim for special attention.

All the children in the class were selected by the Terman scale and were required to rank 120 or over in their intelligence quotient, which is obtained by dividing the mental age by the chronological age. This quotient does not reach 140 in one case out of a thousand.

"During the first term the average grade progress was two and two-thirds grades and during the two subsequent terms two grades were accomplished each term."

I am sure that a careful study of Terman's tests will convince everyone of the value of his work as a means of testing intelligence. As teachers and inspectors, however, I believe you will be more interested in the measurement of knowledge, based upon standard scales. In order to get a clear understanding of such a scale, let us study one on writing. On this sheet (referring to Ayres' scale) is a series of examples differing from each other by an equal amount, ranging in value from 20 to 90. These samples have been selected from actual writing of public school pupils as explained upon the sheet. Standards of achievement and of speed are indicated in the graphs at the bottom of the sheet so that any teacher may know if her class is above or below standard and to what extent. There is not a shadow of doubt about one's claim if she has superior writers; the excellence of achievement can be expressed in a per cent. accurately obtainable.

This scale is of interest as being the first to be recognized by the Department of Education in the course on Writing in the Normal Schools. Under that subject the directions given are:—"Use of Standard Charts for Judging Writing."

See *School and Society*, Vol. IX, No. 215, pp. 184-8, for an account of Starch's Scale, which may be secured from the Univ. Co-operative Co., 504 State St., Madison, Wis.

Next to this scale comes Ayres' scale in Spelling, which con-

sists of the thousand commonest words used by public school pupils in the United States. It probably does not represent properly the vocabularies of country children, and is, therefore, more suitable for urban classes. These words are arranged in columns differing in difficulty by approximately 4 per cent., and every word in each column offers equal difficulty to the average pupil. Thus in Column R. we find these words, "forenoon, lose, combination, avenue, neighbour, weigh, etc." It is worth knowing that the word "forenoon" offers the same difficulty to the average pupil as "lose."

But to know that the average Fourth Grade should spell half of these words correctly, the Fifth Grade, 66 per cent. of them, the Sixth Grade 79 per cent., the Seventh, 88 per cent., and the 8th, 94 per cent., is a valuable kind of knowledge that enables a teacher to know whether her own class is above or below the average. It would be interesting to know what the best class tested in each grade and also the worst.

The Courtis Standard Research Tests in Reading, Writing, and Arithmetic, are among the best known. The most interesting of these are the mechanical arithmetic tests in addition, subtraction, multiplication, and division, Series B. These consist of 24 examples in each operation and the score for the given time, which is 8, 4, 6, and 8 minutes respectively, is recorded for the number attempted and the number right. Each example offers equal difficulty and a definite standard has been established for each grade. For example, in addition, the standard score for the 8th grade is 12 attempted with 8 correct; in subtraction, 12 attempted and 9 correct; in multiplication, 11 attempted and 7 correct; in division, 11 attempted and 9 correct. These standards are taken from an article by H. G. Childs in the 15th Year Book of the National Society of Education.

Boston secures approximately 91 per cent. rights in 8th grade.

Courtis himself, who originated the tests, says that he aims at 100 per cent. accuracy but that he has not as yet reached any conclusion regarding the standard attainable. He hopes eventually to find a 75 per cent. accuracy which is approximately the standard attained in Bloomington, Indiana, with 809 pupils from which Childs' standards were taken.

A few examples of the tests in addition, etc., may make their nature clearer.

927	297		
379	925	107795491	8246
756	473	<u>77197029</u>	<u>49</u>
837	983		
924	315		3597
110	661	75088824	<u>73</u>
854	794	<u>57406394</u>	
965	177		
<u>344</u>	<u>124</u>		25) <u>6775</u>
		91500053	
		<u>19901563</u>	
			94) <u>85252</u>

Each of these exercises offers equal difficulty in their respective operations.

A series of examples for testing reasoning ability has also been prepared.

READING.

One of the best subjects for testing general intelligence from the second book up is reading. Objective teaching is essential; actual experience is desirable in as many lines as possible; but it is, nevertheless, true, that most of our information, inspiration, and stimulation come from the printed page. The printing press is more increasingly the instrument that makes the world's accumulated knowledge and ideals accessible. A teacher who has marked ability to interpret the printed page is independent to a great extent of personal instructors. Hence, the importance of libraries in every district, and of teachers following a definite reading course after leaving school. Inspectors would do well to ask each teacher in his Inspectorate the names of the books read since last visit and the nature of the teachers' library. Next in importance to this information would come the activities outside of the school that the teacher has initiated or supported and promoted.

The simplest satisfactory reading test is that prepared by Dr. Starch, University of Wisconsin, author of Starch's Mental Measurements. His test consists of a story for each grade from one to eight and is easily adaptable to Ontario schools. Each story is printed on one side of a 12mo sheet, at the bottom of which is a series of blanks for name, school, grade, city, and

date. The pupil is given exactly 30 seconds to read as much of the story as he can with understanding. He marks the last word read when the examiner calls time, turns the sheet over and writes all that he can remember of the part read. The score is the product of the number of words read into the number reproduced. A single test of this kind with any grade will, I am convinced, give an examiner a basis for grading the pupils pretty accurately in order of merit. A test by the teacher once every month or two will give her a fair idea of progress on the part of the pupils in ability to learn. Of course, different stories would be needed for a series of tests. A committee that would prepare the proper series of tests for Ontario Schools would be doing good service to teachers and inspectors.

GEOGRAPHY.

Messrs. Hahn and Lackey, of the Wayne State Normal, Wayne, Nebraska, have prepared 224 questions in Geography for testing ability in that subject. Half of the questions are intended to test information and the others reasoning ability. For example, No. 84 is, "Name four large cities in Europe," an information question, while No. 68 is, "Give one reason why so many of the great cities of the United States are near the sea coast," which calls for the exercise of the reasoning ability. The questions are graded according to difficulty, based upon answers given by 1,696 pupils in 12 schools. "The data are so arranged that from 15 to 20 tests can be given each grade without repetition of a single exercise. The exercises in each step are approximately equal in degree of difficulty."

At the top of the scale are given the percentages that each grade should receive for each series of exercises so that a teacher in any school can determine the standing of her classes with accuracy.

These illustrations must suffice for the time to interest you in a new line of educational work. There are now available scales for measuring ability in reading, writing, spelling, grammar, arithmetic, composition, geography, drawing, Latin, German, French, and physics, and the list is daily growing. They have all been worked out for American schools. We need suitable ones for Canadian schools.

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INSPECTORS' SECTION

"FOLK HIGH SCHOOLS."

From Foght's "Rural Denmark and its Schools."

A. ODELL, COBOURG.

Topography.

Denmark is a small country, forming part of the North European Lowland. Its average elevation is only 95 feet. The surface soil is light, and in some regions very poor. The climate, while never extremely cold, is raw and inhospitable the greater part of the year. It has only fifty days of sunshine annually, and the crops, in consequence, are difficult to harvest. Cattle are stall-fed nine months of the year.

Phenomenal Progress.

The foregoing are serious handicaps, but, in less than two generations, a poorly-ordered agricultural system has been changed to the best on the European continent. Crops yield abundantly, and all farm products are placed upon the world's markets by the farmers themselves. In 1881, the net exports in the three farm staples—butter, bacon and eggs—were valued at twelve millions of dollars. In 1912, the net exports of the same were valued at one hundred and twenty-five millions.

How shall this phenomenal increase be accounted for? The answer may be stated under two headings:

- (1) Rapidly growing knowledge of agricultural production.
- (2) Scientific hauling and marketing of the products.

Schools.

The rural schools of Denmark may be classified as follows: (1) Elementary Schools; (2) Folk High Schools; (3) Local Agricultural Schools; (4) Local Schools of Household Economics; (5) Special Schools for Small Landowners. Besides these there are the State Technical Schools.

The Elementary Schools are rooted to the soil in such a way as to inculcate in the pupils a love of the soil tilling as a life-calling, and are taught by mature professional teachers who devote their lives to the work in the country. Attendance is compulsory from 7 to 14 years of age. Practically no children of school-age evade the law.

The Folk High Schools are Denmark's unique contribution to education. They have disseminated a peasant culture throughout the agricultural communities which has freed the peasantry from city domination, and which controls the country economically and politically. The Danish leaders state that the great agricultural victories of modern times have been won through the work of these so-called schools for grown-up people. Their finest work is the development of character which forms the basis for the whole future progress of the nation. The mutual trust which the schools teach has made the entire movement of co-operative enterprises possible. Without this trust in one another, the farmers' credit societies could not exist; neither could the thousands of bacon factories, dairies, buying and selling associations carry on their splendid work.

Aims of the Folk High Schools.

- (1) To make a broad-minded, moral citizenship.
- (2) To foster a deep-seated love of the soil and native land.
- (3) To give a correct outlook on agricultural life.
- (4) To free the people from class domination and show them how best to utilize their growing political power.
- (5) To lay a broad cultural foundation for technical subjects to be pursued in the local agricultural schools and the schools of household economics.
- (6) To prepare the young people to face intelligently the great struggle for existence that presses hard on all alike in the older European countries.

Founders.

Bishop Grundtvig was the spiritual father of the schools, and his philosophy of civilization became their pedagogical foundation. He would place the youth under inspired and inspiring teachers

at a time impressionable to the noblest ideals of life. There must be an awakening of the spirit. The youth are to be taken in hand towards the close of the period of adolescence when the fires of hope burn bright. The awakening is to be Christian, historical, national and individual. Such work calls for great teachers; men who are gifted with enthusiasm for what is historically true, ethically noble and aesthetically beautiful.

Grundtvig was opposed to the so-called "learned" schools, as they embittered their students against ordinary work-a-day activities. He never outlined a definite plan for the school, but he was the promulgator of the great working principles around which the school was built.

In his scheme there were two great underlying principles! culture or enlightenment which should be its own reward, and the personality of the teacher. Books were necessary compendiums, but they were not to be unduly emphasized. Then, too, the work of the school must rest on a historical foundation for, to him, the history of the fatherland was a living story which should be narrated from man to man, from generation to generation.

To Kold must be given credit for crystallizing Grundtvig's philosophy, for he organized the first school and gave instruction by the lecture method. The elementary subjects were reviewed and made applicable to daily life. He secured much of his great influence over the lives of his students through daily communion with them. His heart to heart talks with them did more in shaping their lives than the homely wisdom of his lectures.

Course of Study.

The outline of lectures is a broad one, embracing literature, economics, history, mathematics, sociology, constitutional law, etc. The students also learn to express themselves in pure, clear, incisive Danish, in consequence of which plain peasants become leaders in debate in the Rigsdag, and control the most important government offices. Virile folk songs, hero ballads, patriotic songs enter largely into their programme of studies, and a taste for the fine old North Sagas and the best in recent literature are also developed and studied. Physical culture is stressed.

Growth and Popularity.

From the time of the disastrous war with Germany, in 1864, which furnished the necessary spur to an improved Denmark, up to the year 1915, there sprang up 80 such schools throughout the Kingdom, inspiring old and young with life's best ideals. They have made it clear to the students that success in life should be measured by standards other and higher than money standards. The teacher, the preacher, the economist who gives his best for his country holds higher rank than the man who has heaped up great fortunes.

How Maintained.

The schools are privately owned. For a number of years the State grants were small and grudgingly given; but, as the Government came to realize the great value of these schools, and especially since the farmers came into control of public affairs, the annual appropriations were greatly increased. From their inception, their success depended on the personality of their able and conscientious organizers and lecturers.

Summary of Benefits.

(1) The Folk High School has emancipated the agricultural population of Denmark from a state of dependence and illiteracy to one of competence and culture.

(2) By it the rural people have become leaders in production, distribution and politics, chiefly because they have learned to think for themselves, and to act independently of all other classes.

Are the principles of the Folk High Schools of Denmark applicable to Ontario?

We realize much has been done and is still being done for the farmer. The Provincial Agricultural College and other experimental stations are excellent. The District Representatives are busy men and doing good work. Short courses are in operation and bulletins are freely distributed, etc. Should we not pause and ask ourselves "Is there anything more that should be done?"

Should not the farmer be encouraged to adopt such a style of school as shall give him the intellectual training necessary to

help himself more than he has done in the past; to adopt such a course of study as shall prepare him to operate his own bacon factories and other enterprises in which his own products are concerned?

I know of no other way of acquiring this broadening culture than by establishing special schools in the neighbourhood where the farmer lives. The United Farmers of Ontario have issued a statement of principles as being necessary for the progress of rural communities. They are good and may be secured by putting into operation such a style of school as will provide the adults with a liberal education. If the aim be to secure these in any other way, the progress will, in the very nature of things, be slow, uncertain and discouraging.

There have been attempts through the Grange and the Patrons of Industry to improve rural conditions, but they have not been successful, there being no cultural foundation on which to build a model rural community. If the new organization is to succeed, it must be rooted in culture. It is essential, therefore, to provide means for a liberal education for all graduates from the elementary schools, and it is the purpose of the special department of the Consolidated School to do this. The mental training acquired from the study of a special programme of studies would enable the students to grapple with any problems that might arise when life's duties were entered upon, no matter how intricate those problems might be. With such training, the young farmer would have a world outlook. If the results of the Danish Folk High Schools are as alleged, may we not confidently say that somewhat similar schools in Ontario will effect in a speedy, sure and permanent way the results aimed at by the unsound and unscientific methods now being tried? We think so.

TRAINING SECTION

THE FUNCTION OF THE LIBRARY IN THE TRAINING OF TEACHERS.

D. J. GOGGIN, M.A., D.C.L.

I am informed that in our Normal Schools there is an average of 175 students each session, that ninety-six per cent. of these are women whose average age is nineteen years, that about eighty per cent. of each class begin their work as teachers in our rural schools, and that they cease to teach after a service of four and a half years in these schools.

These young people come from the High Schools where, as students, they have been engaged in acquiring the scholarship necessary to secure admission to the Normal Schools. In their training as teachers they have not only to acquire additional information, but have also to consider how to impart knowledge to others by methods which will be effective in communication, how to train them to think logically, and how to lead them to acquire knowledge independently and by right methods.

In the Briggs Report of conditions at Harvard, a student is quoted as saying: "I didn't loaf; I didn't know how to get at things. In those days there was nobody to go to for advice. I didn't know how or where to take hold." That student had not been shown how to study; he had not been taught how to use his tools, his books, in the classroom or in the library. He had energy but he did not know how to apply it effectively; he had not learned the technic of study. This type of student is present in every Normal School class. In the Normal School courses the emphasis placed on the technic of teaching makes it most necessary that there should also be definite stress on the technic of study.

I have listened to many lectures and addresses on how to study, but during many years of supervision and inspection I have seen very, very few lessons in which pupils or students, under the guidance of the teacher, learned how to study a definite chapter or topic in a text-book. Till pupils have mastered right

methods of study, of getting at what is essential in a chapter or book, supervised study is necessary. With a right method of study, the student is prepared to "carry on" in school or, if he leaves school, to go out prepared for self-improvement, for independent study. The student who enters the Normal School without having received such instruction and training is handicapped in his studies and is unable to take full advantage of the help which the library offers.

The Normal School library is a storeroom and a workshop. As a storeroom, it has a supply of books and periodicals for information, inspiration, and recreation. Books bulk large in school work, and skill in getting information from them is so valuable in every calling or profession that it is important that students should be trained in the best methods of getting at what is contained in a book, and in methods of using libraries as a means of self-help during and after school life.

As a workshop, the library has a special set of tools, the mastery of which must be learned early in order that the student may be able to help himself. These tools are known as reference books—dictionaries, atlases, gazetteers, encyclopaedias, concordances, books of quotations, readers' guides to periodical literature, cumulative book indexes, etc.

Of these, the English dictionary is of first importance, and is indispensable. After more than twenty-five years of experience in training teachers, I do not hesitate to say that only a very small percentage of students have a clear knowledge of the general contents of such a dictionary as the Concise Imperial (the recommended book for Ontario Schools), know its abbreviations, its phonetic systems, its system of syllabication; how to find words quickly by the guides, how to read pronunciations accurately, and how to make a correct choice of definitions and synonyms. The use of the dictionary and its appendixes should be taught definitely and systematically and practised persistently till the habit of using it with facility becomes established.

The inability of students to use an atlas intelligently is due to a lack of knowledge of the value of its table of contents, index, usual division of its maps into blocks and the numbering and lettering of these. A book of quotations is most valuable, but to consult it with facility one must be conversant with the methods

by which quotations are classified and arranged, authors indexed, keywords selected, and passages located in the volume. It is the exceptional student who has been trained in the use of these methods.

I have frequently given ten new books to a group of, say, twenty students and have asked each two to ascertain, within a brief period, the purpose and plan of the book allotted to them, a general idea of the topics treated in it, and whether it was likely to be of service or interest to them. My real object was to discover whether they knew how to use advantageously prefaces, chapter headings, tables of contents, and indexes—those technical aids by which the trained reader gets quickly an outline of a new book, or reviews the contents of an old one. The results of such tests have usually shown that few students had been taught to use these aids effectively. The teacher who studies how his students study makes surprising discoveries and learns in a practical way what help they need in acquiring right methods of study and a wise use of books.

Where training in the use of reference and other books is needed, it should be given early in the session, and preferably in the library where these books are ordinarily in use. A few lessons should be given at this period on the arrangement of the library, on the use of the card index or catalogue, and on how to find books on the shelves. Each lesson should be followed by a problem to be worked out in the library by the students. With a little theory and much practice, satisfactory results are soon achieved and the usefulness of the library greatly increased.

The Programme of Studies for the Normal Schools, p. 13, calls for a review from the standpoint of pedagogy of the academic subjects of the Course of Study of the Public and Separate Schools, and in each of the subjects of Section B II, of such an extension of the academic course as time will permit.

To illustrate ways in which the library may be used to great advantage in such reviews, the student trained in methods of independent study, and his knowledge of books widened, I venture to submit, with all humility, examples from Geography and History.

The Regulations state that the special object of the Course in Geography prescribed for the teacher-in-training is to prepare him to extend his pupils' knowledge of the earth, and its relation

to life thereon, and to assist the pupils in interpreting and utilizing their physical environment in accordance with their needs. Under the topic "methods," is included "the use of the reference library, books of travel, geography readers, newspapers and periodicals."

Broadly speaking, there have been three stages in the teaching of geography in the schools of Ontario. In the first, the emphasis was upon the location of political districts and their boundaries, and upon land forms, usually as unrelated items of knowledge. The work was largely *memoriter*. In the second stage, there was, in addition to locational geography, special emphasis on the physical structure of countries and of land forms, and some attention was given to outstanding facts in industry and commerce and their relations to the physical features of countries. There was less memorizing and more reasoning in this stage. In the third or present stage, there is increasing emphasis on the human side of geography, and on the influence of the physical features of a country on the occupations, habits, and characters of the people who live there. Natural geographic regions in which human activities are much the same are grouped together, and the relations of these activities to climate and physical features are studied. The emphasis is on man in his environment, on industrial and commercial geography.

The prescribed review should provide a new method of approach, one which will make a strong appeal to the student's interests and so lessen the danger of monotony through repetition, a method which will not only bring together in a new way the knowledge which he acquired in the schools and show its relation to world activities, but will also add to his knowledge, and give him mental training as he reasons from facts to causes.

On the country selected for review, a number of stimulating problems are proposed, and the students are challenged to find solutions. The teacher or the librarian may refer the students to books of reference and periodicals in the library, or brought from the library to the classroom, but the solutions must be their own. Usually, the class is divided into groups, each of which is assigned a limited number of the problems. When the study is completed, a member of each group reports its solutions, and the others take notes. The work of each thus becomes the property of all.

Argentina is selected as one of these type-studies for reasons which the problems proposed will suggest, but the review covers more than Argentina; it calls for the reading of a number of books, some re-thinking of earlier lessons, and some new applications of old problems to conditions of to-day.

ARGENTINA.

1. What are the chief products of the farms in Argentina?
2. How is farming in Argentina affected by the relief, the soil, the temperature during the growing season, the rainfall?
3. How do land tenures affect the securing of immigrants and the development of settlements? Compare the carrying out of settlement schemes in Argentina with those in Alberta and Saskatchewan.
4. Why is there such a shortage of farm labourers in Argentina? From what countries are additional labourers secured for the harvesting seasons? Why do these labourers not remain?
5. How does the climate affect the energy of the farmer? What is the effect of nationality or race?
6. Compare grain growing and ranching in Argentina with these industries in Alberta and Saskatchewan. How may the wheat yield in Argentina affect our grain markets?
7. Where are the chief markets for Argentine farm products? Why?
8. Examine the economy of inland collection of these products, the proximity of the site of production to the point of export, the character of transportation from this point.
9. Argentina gets most of her coal from Europe, especially from Cardiff, in Wales. How does this affect freight rates on her shipments of grain and meats to Europe?
10. Canada has over three times the area of Argentina, but the populations are approximately equal. Buenos Aires has a population of 1,575,000, which is over three times that of our largest Canadian city. How may this be accounted for?
11. Describe a day at sheep-shearing, a "round up" on a cattle ranch, or life in an upper-class Argentine family.

This study might be followed by a similar one on Australia, comparisons with Argentina and Canada being introduced.

Here is an example from English History, a group study as before.

ENGLAND IN ALFRED'S TIME.

1. The Country: Its appearance, roads, means of travel.
2. The People: Their homes, clothing, and food; their work on the land—ploughing, sowing, reaping, threshing; their amusements.
3. The Thanes: Life in a manor house—furniture, dress, meals, servants; amusements; labour conditions.
4. Government: The various "moots" and their functions; the "witan" and administration of justice and punishment of crime; political rights of the people, of the thanes.

5. Army and Navy: Their development in Alfred's time.
6. The Monasteries: Life and work of the monks.
7. The Church and the Parish Priest.
8. Education and Literature.

FURTHER STUDIES.

Under equivalent headings, compare England at the close of the Middle Ages, say 1500, with England in Alfred's time; with England at the close of Elizabeth's reign; with conditions to-day.

Such reviews of the academic subjects supplement the information gained from the text-books, increase the student's acquaintance with books, help him to learn how to use a library, and train him for independent study.

When practice teaching begins and the student has to plan and prepare lessons to teach, he finds the library a very present help in time of trouble, and the librarian a friend to be relied on. In the library he is directed to a wealth of material to supplement the instruction given in the lecture rooms and in his text-books. In it he finds ample information on the subjects he is assigned to teach and on methods of presenting these subjects to pupils. Henceforth, in all his work as a student, the library is indeed a workshop.

Through the magazines and educational journals the students are brought into touch with current thought and practice in education. These journals, as they are received, are glanced over by the librarian and notes made of articles of special value to the students. Bulletins drawing attention to these articles are posted and the students encouraged to read. Gradually they learn the distinctive characteristics of these journals and know which will best meet their needs when they begin to teach. By similar methods they become acquainted with the monthlies and quarterlies of the literary type.

But while the student, because of his daily tasks, must read for information and guidance, he should also have some leisure to read for inspiration, to read works of the great writers who have described in exquisite language man's greatest deeds, his highest ideals of life and conduct, his noblest aspirations.

From the time when the student began to prepare for the entrance examination to the High School till he passed the Normal School Entrance test, he has been studying intensively selections

from literature, and has had little time to read independently books in which, in Morley's phrase, "Moral truth and human passion are touched with a certain largeness, sanity, and attraction of form"—so, at least, many students have told me. Apparently, similar conditions obtain in the Normal Schools. Now, intensive study has its place and value, in a course, but it is not through it that students are brought joyously under the spell of the masters in literature.

A course of directed sessional private reading is prescribed, but, I am told, it is difficult to find time for it. These students will later, as teachers, be expected to direct the reading of their pupils. Is there a better or more practical method of preparing them for this task than to have each student read one or more selected books each month for, say, seven months of the session, and prepare a brief report on each, giving the author's country and literary period, the subject and purpose of the book, some interesting information as to the plot, characters, and literary style, and also his judgment as to its worth? Supervised by the teacher, a discussion of a book each week by the students will increase interest, guide criticism, improve literary taste, and help to fit them for the tasks that await them. The library has ready for use an ample supply of suitable books.

There is a further training to be provided for. The young teacher will, in all probability, have charge of one of the 5,381 rural school libraries in this Province, and its success or failure will depend mainly upon him. He needs instruction in library organization—in purchasing, accessioning, classifying and card-indexing (or cataloguing) books, and in methods of recording circulation and returns. This training is necessary if business methods are to be employed and intelligent direction and continuity of policy secured. I am informed that hereafter, arrangements are to be made for this training.

Mr. Fisher has said that "the hardest problem of educational statesmanship is not to find and test the teacher, but to keep him alive and interested in the continuous exercise of his craft." When the young teacher begins work in his first school many problems arise that never presented themselves in the Normal School practice rooms. Why should he not be at liberty to call on the library of the Normal School at which he was trained, or on the library of the Department of Education for advice as to the best books,

bulletins, and periodicals that deal with his problems whether they be professional or academic?

During his training course he has seen bulletins posted from time to time which call his attention to articles of special interest in the current periodicals and new books. Why should not arrangements be made to send out, at intervals, leaflets containing lists of such articles, and notes on new books, and thus aid teachers to keep in touch with the educational movements of the day? Every week, in reply to requests from inspectors and teachers, there are sent out from the library of the Department of Education, books, bulletins, or periodicals dealing with various phases of education. The Department pays the postage out and the borrower the return postage.

To supplement, through the use of books and periodicals, the work done in the lecture room and the practice room; to aid the student to master the use of reference books and the technic of study until self help becomes established and independent study the rule; to put the student in touch with current thought and practice in education as exhibited in periodicals and new books; to encourage him to read good literature to the fullest extent that his daily tasks will permit; to lead him to realize that the library is at his disposal, not only while he is a student, but in all his after work—these are functions of the librarian and the library in the training of teachers.

TRUSTEES' DEPARTMENT

"PRESIDENT'S ADDRESS."

C. S. BIRTCH, OTTAWA.

Ladies and Gentlemen,—I wish to express to you my appreciation of the honour you conferred upon me last Easter in electing me to the highest office in this Section of the O. E. A. I wish to welcome all members of the Section and hope that our deliberations will be both enjoyable and profitable to all concerned.

THE TRUSTEES' DEPARTMENT AND EDUCATION IN ONTARIO.

This Section has now been a part of the O. E. A. for thirty years. This is a comparatively long period in the life of an individual, but a very short period in the life of an organization. It is perhaps too short to enable us to form any adequate idea of what its future influence may be.

In one important respect the members of this Section occupy a unique position as regards their relation to the general Association. They are laymen in the field of education and stand outside the circle of those immediately interested. This position has its advantages and its disadvantages. It should give a detached frame of mind and enable one to view an educational problem without bias. We represent the public, for whom the whole educational machinery exists. Our own school education is finished. The system for us has done its best and its worst. We are its product. Our immediate interest in it is the interest of our children and our neighbours' children, and our remote interest in it is the welfare of our country.

But while we have the advantage as compared with teachers and inspectors of having no personal or pecuniary interest in the schools and to that extent may be supposed to be critical, judicial, and impartial, we undoubtedly labour under the great disadvantage of a lack of that intimate knowledge of the aim of education, its processes, its methods, its successes, and its failures, which is or ought to be the common property of all engaged in work in the schoolroom. We have the virtues of our

defects. We have purchased our detached frame of mind and our aloofness at the expense of an intimate acquaintance with schoolroom problems. For the most part we are empiricists. We judge of the schools by their products. We approve or condemn according to the effect of the schools upon the popular judgment, and this may often lead us astray. Education is a slow process and its results not always easy to appraise, even were we competent to accurately estimate them.

But on the whole, it is probably true that the opinion of laymen reflects with a fair degree of accuracy the virtues and weaknesses of our educational system. This may not have been true seventy-five years ago when the Canadian pioneers were hewing down the forests, digging up stumps, and making superhuman efforts to wrest a living from the soil. The men and women of that day were too busy and had themselves received too limited opportunities at school to enable them to take an intelligent interest in education. To-day, however, every community has citizens who have not only completed a full public school course, but who have spent four or five years at a high school, or may be in addition have graduated from the university. Our education system, such as it is, has made itself felt on our community life and almost every parent feels himself competent to discuss and settle all school problems. We represent those parents, we reflect their opinions, but we do more. Through our official connection with the schools we get the viewpoint of the local teachers and through our meetings here we come in touch in a large way with the men and women who because of their training and experience are best qualified to lead in the development of educational policy.

I think, therefore, we may claim that this Trustees' Association has made a real contribution to the educational policy of Ontario, and that during the next ten years it may, if it lives up to its opportunities, make a still greater contribution.

First of all in importance, I should say that we occupy a strategic position in regard to school legislation. We represent the voters, or should represent them if our Association were more widely representative of Ontario school boards. We are in a position to deliver an ultimatum to the Government.

There is always a danger that professional zeal and professional self-esteem will magnify the importance of the class for

which it speaks. We should not care to live in a world where all the laws were made by doctors of medicine, or by dentists, or by lawyers, or even by clergymen, though those laws might be made by honest and well-intentioned men. Nor should we care to have all our school legislation planned by those directly in charge of schools and school administration. The theory of the expert needs to be submitted to the criticism of the laymen, not to determine its truth or falsity, but to determine how far it can be applied at the present stage of our social development. Our meetings here give us an admirable opportunity to come into touch with experts on education, get their point of view, and in many cases assist them and the cause of education by showing how theory would work out in practice.

Our meetings give us an opportunity to become acquainted with the school problems of the whole Province. This is a decided advantage because it makes it possible for us to advise against hasty legislation, which might not suit local conditions in large and important areas. There is at present some trouble in the Legislature about extending the compulsory school age from fourteen to sixteen years. If that problem were referred to us to report on at our meeting in 1920 we could probably give the Government some valuable service. We could tell them what the effect of such legislation would be on the industrial life of the Province, to what extent existing school accommodation would provide for the largely increased school attendance, and how far such a radical change would meet with the support of the ratepayers.

Our meetings also give us an opportunity to establish friendly and cordial relations between the people on the one hand and the educators on the other. This I regard as highly important because the work of education can be carried on smoothly and efficiently only when there exists between the homes and the schools a perfect understanding and a complete harmony.

It would, in my opinion, add very much to the value of our meetings and to the weight of our findings if some plan could be devised by which our Section could be made representative of every school board in Ontario. I see no hope of this being done except through the formation of county boards of education, or some other unit larger than the rural school section.

PROPOSED NEW LEGISLATION.

BY T. SIDNEY KIRBY, OTTAWA PUBLIC SCHOOL BOARD.

I trust that I shall not be thought pessimistic in my outlook if I confess to a feeling of disappointment in regard to the school legislation of the session of the Legislature just brought to a close. I quite understand the Minister's difficulties. He has not yet had time to make such a study of school problems as would warrant him in recommending radical changes. No wise man wishes to make changes which will afterwards have to be undone, and every wise man knows that there is in a democratic country a limit to the changes which are possible. We have a right to demand from a Minister of Education, not far-reaching changes that would upset immediately the whole of our educational machinery, but a progressive leadership. I yet have a lively hope and some measure of confidence that the Hon. Dr. Cody will give us that leadership, but I am bound to say that my confidence rests rather in what I believe Dr. Cody to be capable of doing for education than anything he has actually done by means of legislation already put on the Statutes.

Let us examine the school legislation of the past session. Minor amendments have been made to make farmers' wives and daughters eligible as members of school boards; to revise the College of Art Act; to amend the Teachers' and Inspectors' Superannuation Act; and to amend the Public Schools Act by allowing a trustee in a city to live within one mile of the boundaries of said city. But the only legislation which calls for comments are the bills respecting compulsory attendance, consolidated schools, and the school attendance of adolescents.

The Compulsory School Attendance Act takes the place of the Truancy Act, and in comparison with the latter is a decided improvement. The Truancy Act left the appointment of Truant Officers in urban centres to the Police Commissioners; the School Attendance Act places the appointment of a School Attendance Officer in the hands of the School Boards. The new Act gives boards a more complete control and eliminates the policemen wearing a police uniform. The Truancy Act made the appointment of an officer by a township or county optional; the School

Attendance Act makes such appointment compulsory and should lead to a marked improvement of school attendance in villages and rural districts. The Truancy Act gave the Provincial Department of Education no real check or control over the workings of the Act; the School Attendance Act provides for a Provincial officer appointed by the Lieutenant-Governor in Council, whose duty it will be to see that local authorities enforce the Act. Another commendable feature of the Act is that it places the School Attendance Officer under the immediate supervision of the School Inspector. On the whole, this Act should go a long way towards securing an education for many an unfortunate child who, under the former system, would have secured few school advantages.

The Consolidated Schools Act is an attempt to grapple with the biggest school problem that confronts the people of Ontario. This problem is the diminishing attendance at the rural school and the necessity of some larger unit in order to secure a group of children sufficient in number to establish a really good school. I am sure I am quite within the mark when I say that many school sections where thirty or forty years ago there was an average attendance of forty children there is now an average attendance of fifteen to twenty. Salaries of teachers and other school expenses have more than doubled during this period, and it is unreasonable to expect a community to equip and maintain a first-class school for the education of a mere handful of children. Some form of consolidation seems to be absolutely necessary. According to the best reports available the consolidated school has proved a great success in at least a score of States in the American Union. It has also proved successful in Manitoba and is being rapidly extended in Saskatchewan and Alberta. In many of these districts where it is in successful operation the people are more sparsely settled than in the older counties of the Province of Ontario. I think also it could be shown that in many of these places transportation facilities are inferior to those in Ontario, but, whatever the reason, the fact remains that the Province of Ontario has made almost no progress in the development of consolidated schools. It is fashionable to refer to the one at Guelph as a failure and on the strength of its operation to condemn the whole system, but every person who knows anything of the facts knows that the consolidated

school at Guelph was badly located and that the success of the movement ought not to be judged by it. The Bill just passed by the Legislature may lead to the establishing of some improved schools, but I am not very hopeful. Its fatal defect, in my opinion, is that any single school section among a group of sections that ought to be consolidated will have power to block consolidation. Suppose, for example, that six sections suitably located for the purpose of consolidation attempt to make the experiment. Any one of these sections may by resolution adopted at a ratepayers' meeting block the whole proposal. Would it not be more reasonable that the township council, or the Minister of Education, or the school inspector, should map out an area for consolidation and then accept a majority vote of the ratepayers included within that area? The responsibility of initiating a consolidation movement does not appear to be definitely fixed. It rests upon every ratepayer of a country school, and upon no person in particular. It may of course be assumed that the county inspector will point out its advantages by means of public meetings, work up a feeling in favour of it, and suggest how it might be brought about. In some cases this plan may succeed, but in too many cases local jealousies as to site of school, cost of maintenance, and loss of petty official positions and the power to exercise patronage will, I fear, prove fatal to the consolidation movement. Our school system is too parochial, too local, and too much divided. By the British North America Act our system must be provincial rather than national, but we have only ourselves to blame if we weaken our provincial system by placing its control under thousands of school boards, each representing only a handful of ratepayers. It is absurd that in an average county there should be three hundred school trustees to manage one hundred schools. If the Minister of Education only had the courage to announce a policy of county boards of education he would have thousands of the most progressive men and women in the rural districts behind him, and if such a policy were once adopted the problem of the consolidated school would be solved. Until some educational authority representing the whole county is placed in control I think we may expect the movement toward consolidation to make very slow progress.

I come now to deal with the amended Adolescent School Attendance Act. Some who are here will remember that I dis-

cussed this question at length two years ago before this Section, pointing out that although the Act had been in force for some years it had not been put into effect by even one school board in Ontario, and further pointing out that unless radically amended it was unworkable. The Department of Education was evidently of the same opinion, because the Act as now amended does make radical changes. It is to become effective only by means of a special proclamation to be issued by the Lieutenant-Governor. This probably means that the Minister desires two things—first, that the Act may be carefully considered by the school authorities in order that further amendments may be made at the next session of the Legislature, and second, that school authorities may have sufficient time to make such changes in their school equipment and accommodations as will make it possible for them to carry out the provisions contained in the Act.

The first mandatory clause in the Bill seems to mark a radical change by saying that every adolescent between fourteen and sixteen years of age shall attend school for full time, but section 4, sub-sections 1 and 2, nullifies the mandatory part of section 3 by allowing the School Attendance Officer to issue either a "home permit" or an "employment certificate" to all boys and girls in his district whose services, in his opinion, are required either in the home or in some gainful occupation. I am not criticising the provision made to excuse boys and girls between fourteen and sixteen whose earnings are necessary either for their own support or for the support of some members of their family. I can quite understand that in hundreds of cases a family can be supported and kept together in no other way. It is, however, most unfortunate that the adolescent children of the poor will be placed at a decided disadvantage as compared with the children of the well-to-do. I also wish to point out that, in my opinion, it will never do to place so much power in the hands of a School Attendance Officer. Surely the question of deciding whether or not an adolescent should be excused from attending school is a matter of sufficient importance to demand a decision from a committee or board representing a broader outlook than could be expected from a School Attendance Officer. The proposed plan places arbitrary power in the hands of the minor official.

These adolescent boys and girls between fourteen and sixteen

years of age who are excused attending school full time must by the new Act attend school part time, the minimum attendance required being four hundred hours each year. This would be an average of two hours for each school day, but provision is made to permit the 400 hours attendance to be arranged to suit the convenience of the local school authorities, the only restriction being that the instruction must be given between 8 a.m. and 5 p.m. Employers of adolescents between fourteen and sixteen are required to arrange for the school attendance of their employees. The Act further provides that if these adolescents are engaged during the day in some industrial occupation, their four hundred hours yearly of school attendance shall be under the direction of the industrial education committee, and that if they are engaged in commercial occupations their instruction shall be provided by the advisory commercial committee of the high school or collegiate institute. In all other cases their part time instruction will have to be arranged by the public or separate school boards. I need not point out how much easier it will be to give this part time instruction under a board of education rather than to give it by separate school boards.

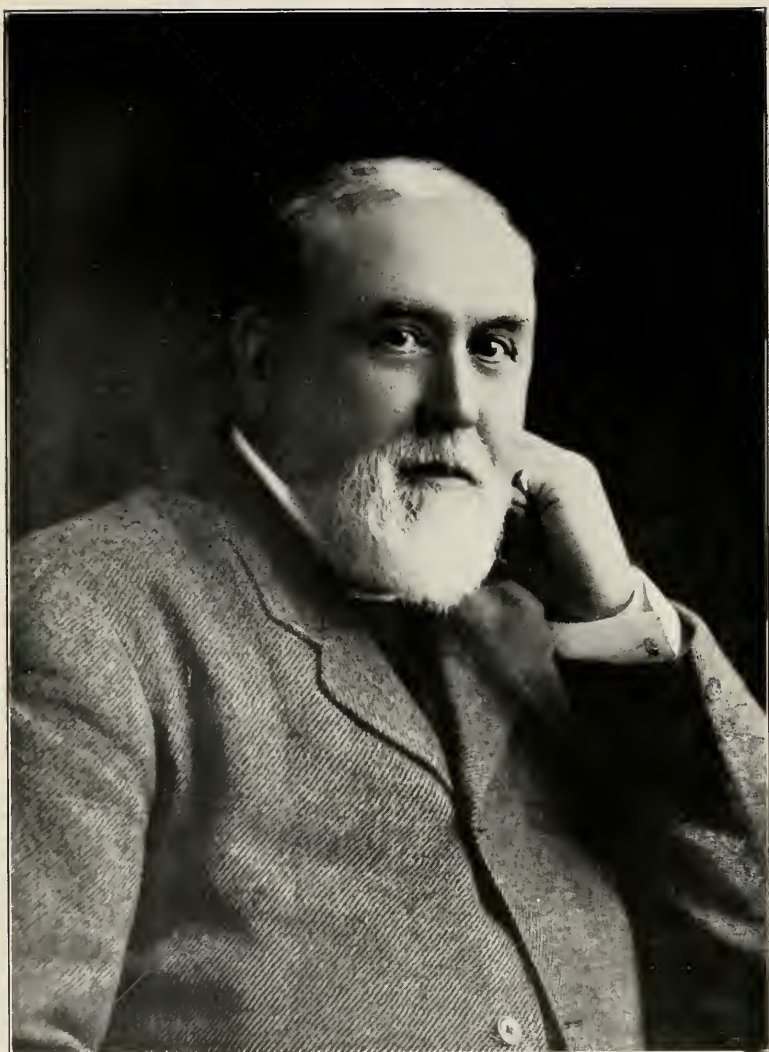
All adolescents who attend school full time between the ages of fourteen and sixteen are freed from further control by school authorities, but those adolescents who have attended school only the four hundred hours required between fourteen and sixteen are required to continue such attendance between sixteen and eighteen unless they have reached a certain academic standard provided for in the Act. Adolescents between sixteen and eighteen who are required to attend classes may attend a minimum of three hundred and twenty hours each year. It would appear from the Act that this attendance might be arranged for the evening instead of during the day. The Act, however, provides that the time during which an adolescent attends part time classes shall be included as part of the number of working hours during which he may be employed in any one week. The effect of this would be that if the hours of labour per week in the printing trade, for example, were fixed at a maximum of forty and an adolescent engaged in printing attended school ten hours a week, he can only be employed in the printing establishment for thirty hours a week. This seems a very wise provision, because otherwise there would be a tendency on the part of the

employers to require a full week's work in addition to the time allowed the adolescent for attendance at school.

Section 18 of the Act makes it clear that the Act shall be enforced by the School Attendance Officer or Officers appointed by the public and separate school boards. This would mean that in a city there would be two School Attendance Officers, one appointed by a public school board, and one appointed by the separate school board, both having to do with the enforcement of the Adolescent School Attendance Act. This will, I think, cause confusion. It would also seem that before attempting to bring the Act into effect the Minister would do well to insist, in all towns and cities in Ontario, on the establishment of boards of education.

Summing up, we may say that on the whole, while the legislation enacted during the past session may not produce immediate results of any great importance, it gives promise of better things for the future. The Hon. Dr. Cody is to be congratulated on making a beginning and on grappling with two or three really difficult problems.

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JOHN SEATH, M.A., LL.D.
Late Superintendent of Education of Ontario

*JOHN SEATH, M.A., LL.D., SUPERINTENDENT OF
EDUCATION FOR ONTARIO.*

John Seath was born in Fifeshire, Scotland, in 1844. His father was a Scot. His mother was an Ulster Irishwoman of Scottish ancestry. There was nothing uncommon about the father. Those who knew the Seath home in Toronto in the 60's and 70's of last century did not attempt to explain the son by the father. But the mother had intelligence and force of character well beyond the average. She loved learning and sacrificed much that her son might achieve it. At the end of a long life that son would still speak in broken accents of his mother's devotion.

At Corlatt preparatory school in Monaghan, Ireland—whither the elder Seaths had removed soon after 1844—the son studied Latin, Greek, and the Bible, and shared vigorously in all school games. This training had a special significance in his later years. He never lost faith in the classics as school subjects. Greek must persist, but its appeal should be limited to those who choose it for its own sake. Latin has little to offer to those whose secondary education ends after a year or two, but the Faculty Entrant must not omit it. He had no sympathy with a matriculation in Arts without Latin. The discovery in a Faculty of Education of a Bachelor of Arts whose degree did not represent Latin of a higher grade than matriculation prompted him to amend the statute under which such a degree would be accepted for admission. He knew the Bible, and would have all pupils know it. Against the advice of many friends, who feared the effects of sectarian agitation, he persisted for years in his efforts to add the Bible to the subjects of the High School Entrance Examination. Even in his last six months he was heard to express the opinion that with this end attained, he would regard his work as well-nigh finished. Despite his early school training in Ireland, he did not take an active part in vigorous outdoor games in Ontario. But he believed in daily exercise, and practised his belief with characteristic strength of purpose. And he believed in physical training in schools. In his earliest days as High

School Inspector he forced regular physical training into the High School courses of study, and instituted a crusade in behalf of gymnasiums. Later he prescribed the time and place for physical training, reduced Collegiate Institutes to High Schools if they would not provide gymnasiums, fostered the cadet and playground movements, instituted grants and certificates in Physical Culture, and inaugurated schemes for medical and dental inspection. When the Great War had taught the world its lessons as to physical inefficiency, he would say—and did say, not without some satisfaction—"I knew that we should some day discover our need of physical training, and I have tried, before my time, perhaps, to meet that need."

John Seath was graduated from Queen's College, Belfast, in 1861, when not yet 18 years of age, with a gold medal and an Exhibition in Natural Science. This training in Science was also not without significance in his subsequent career. In the light of to-day he was not a scientist. He did not teach Science during his first twelve years in Ontario High Schools, and in his last ten years, while headmaster at St. Catharines Collegiate Institute, he taught a little Chemistry, less Physics, and no Biology. But he believed in the Natural Sciences as school subjects. He helped to introduce them into the High School courses, and, in the subsequent battles of the school subjects for places in the sun, he never failed to champion them. When he became High School Inspector his policy included, at first, laboratories for demonstrations in science, and, later, laboratories for practical work by pupils in science. He understood the method of science. In this method he wrote his Chemistry for Schools and his more famous English Grammar. The same method is evident in the care, the meticulous care, with which he classified, re-classified and then revised his school regulations. It is evident also in his way of attack upon any difficult problem. "Get your facts," he would say, "get your facts, and then go ahead."

The Seaths, the son preceding, came to Toronto from Ireland in 1861. In the same year, and when he was 18 years of age, John Seath became headmaster and sole teacher of the Brampton High School. He was very young, quite unfamiliar with Canadian pupils and schools, and wholly inexperienced in school work, but he was a great teacher from the start. Dr. L. E.

Embree, a former pupil of Mr. Seath at Brampton, recalls his master's love of literature as represented in Tennyson's Idylls, his patience with the Greek accents, his interest in former pupils which led him to attend a public examination in a remote Common School, the physical violence with which he corrected an untidy copy book, his hatred of shams and all forms of insincerity. He had scholarship, industry, and directness of purpose in days when not a few High School teachers in Ontario lacked all three.

Mr. Seath had ambition. He would not—or could not—belong to the herd. Wherever he worked he led! When 25 years of age he was promoted from Brampton High School to Oshawa High School; when 27 from Oshawa High School to Dundas High School; when 30 from Dundas High School to St. Catharines High School. From the first he attended all Provincial meetings of High School teachers and served on many important committees. He joined actively and fearlessly in the discussions upon Ryerson's great school laws of 1871. In 1870, when he was 26 years old, he was Ryerson's second choice for the vacant High School inspectorship to which James A. McLellan was appointed. Only his youth prevented his appointment a year later to the post in the Toronto Normal School which was filled by Thomas Kirkland.

In 1874, when Mr. Seath went to St. Catharines from Dundas the High Schools in Ontario were not yet standardized. In teachers, subjects, and administration, each school was still, in the main, a law unto itself. Often a great headmaster was the school. His fame drew troops of students from all parts of the Province. Galt, under the direction of Dr. Tassie, was then the first of Ontario's High Schools; Hamilton under George Dickson, later of Upper Canada College, was the second, and the Old Grammar School of Toronto was probably the third. St. Catharines with its five teachers could then scarcely catch a place among the first dozen. When Mr. Seath left St. Catharines in 1884 that school could claim a staff of ten and a student body of 300, was the third largest school in the Province, surpassed only by Toronto and Hamilton, paid the second highest salary to its headmaster, and stood first in its record in the Departmental and Matriculation examinations. "I was one of Mr. Seath's pupils," says a native of York county, "because it was a common saying

among teachers, 'if you want a first-class certificate or a university scholarship, go to St. Catharines.'"

Mr. Seath's success at St. Catharines is easily explained. He claimed, and after a few sharp conflicts with his Board, maintained the right to select his staff. He chose men who had scholarship, industry, and an eye single to the duties of the school-room. The school had one head. The Board, teachers and pupils must—and did gladly—accept the guidance of that head. School discipline was firm. But, if the headmaster did not spare others, he scorned to spare himself. In all high endeavors he never forsook the van. "There was a spirit of earnestness about the place," writes a former pupil of St. Catharines, "and the teachers were filled with enthusiasm for the work, but with intolerance for the idler." "The stimulus for good literature," writes another, "and for excellence in whatever I might undertake has remained with me ever since."

At St. Catharines Mr. Seath began to write more freely. He shared in the editing of a series of Public School Readers, wrote, alone or with others, High School texts in Literature, Latin Composition, and Chemistry, and began his greatest book—a High School English Grammar. Perhaps his most effective educational writing, however, appeared in the public press. The hour called for vigorous criticism. Ryerson's work was practically done when Mr. Seath went to St. Catharines in 1874. Mr. Crooks, who became Ontario's first Minister of Education in 1876, was inexperienced and hesitating, and fell into many inconsistencies. Mr. Seath, aided by Mr. Dickson of Hamilton, and Mr. McMurchy of the Old Grammar School, Toronto, supplied the criticism. The school journals and the daily press of that time bear testimony to its vigour. Mr. Seath led the attacking forces. He had his facts well in hand. His style was clear and forcible. And he was fearless, even pitiless, in exposing the vacillating educational policies of the new Minister. The results of the attack were not unexpected. Premier Mowat called Mr. Ross from the House of Commons in 1883 to take charge of the Department of Education and within a year Mr. Ross called Mr. Seath from St. Catharines to become High School inspector.

Mr. Ross, later, Sir George Ross, and Mr. Sneath worked together from 1884 until Mr. Ross became Premier of Ontario

in 1899. It was a fine testimony to the spirit of compromise, in one or both, that two men so different in ideals and methods should co-operate in the same cause for so many years and, in the main, with such success. Sir George was a Liberal of the Liberals. Mr. Seath was a Conservative who was an educationist before he was a party man. Sir George was not a college-bred man, and did not always appreciate, perhaps, the scholarship that is born of books. Mr. Seath was probably the first scholar among the High School teachers of Ontario and saw in scholarship the prime requisite in the teacher or educational administrator. Sir George was the popular orator of his day. Mr. Seath had no great platform skill and his downrightness of thought and speech left him somewhat suspicious of popular oratory. Both men had unusual industry and energy. Sir George guided through the Legislature in his earlier years of office a never-failing stream of general School Acts. Mr. Seath was never content until he had worked out each Act to the last detail—the last capital and the last comma. Sir George would provide for some exceptions to an Act by a personal decision on the basis of equity. Mr. Seath was fearful of the personal equation and would provide for all exceptions by the letter of the law. It is not surprising, therefore, that now and then Sir George grew restive under the restraints of an over-refined law. “Mr. Seath puts little qualifying clauses into the Regulations.” he once complained to an official of the Department, “which sometimes expose individuals to hardships.” Both men were ambitious, but with a difference. Sir George’s ambition was not single. He sought to foster education. But he could not always forget his responsibility to his party. His ambition to make Ontario’s educational system the best in America sometimes clashed with his ambition to prolong the life of his government and made him in his later years in the Department of Education, well—somewhat conservative. Mr. Seath’s one interest lay in the welfare of education. He saw clearly his goal and recked little of the obstacles. As for the political difficulties of a party leader,—well, not rarely, he frankly refused to recognize them.

The High Schools were in a bad way in 1884 and Mr. Seath set to work to make them efficient. His methods as a High School inspector were characteristic. He spent a year in the High Schools in search of facts. On these facts he based his High

School policy. He secured Sir George's endorsement of that policy and proceeded resolutely to enforce it. Despite opposition from Boards and teachers, which sometimes forced Sir George to waver, the new inspector steadily, if not smoothly, wrought his will into the schools. New buildings, laboratories, gymnasiums, libraries, appeared everywhere. New subjects came into the courses of study and some old subjects took on a new purpose—science, art, physical training, oral reading, literature, grammar, composition. Examinations were standardized and given in charge to the experts. Training schools for teachers were established and untrained teachers were denied admission to the profession. Schools, teachers, attendance, revenue increased by leaps and bounds. Everywhere throughout the High School system ran a new spirit. Before Sir George left the Department of Education in 1899 the High Schools of Ontario were singularly efficient—so efficient, indeed, as to help to cause Sir George's undoing. In the great battles which saw the ultimate defeat of Sir George's government "High Schools that flourish while Public Schools decay" was the popular cry of Sir George's opponents.

With the advent of the Whitney government in 1905 Dr. Pyne became Minister of Education, and in 1906, with the general approval of the Province, appointed Dr. Seath to the newly-created post of Superintendent of Education.

Viewed in the large the history of education in Ontario from 1906 until a few months ago is the history of Dr. Seath. The Premier and the Minister of Education believed in him and supported him loyally even when at rare intervals he seemed to outdistance the public opinion of the Province. His energy was untiring. Not a phase of the educational system was left untouched. Kindergarten, Public Schools, Separate Schools, High Schools; urban schools and rural schools; grounds, buildings and equipment; courses; revenue, grants, salaries—all came under revision in the light of modern needs. With a wisdom born of a very intimate knowledge of Ontario he gave first consideration to continuation schools, school inspection, technical education, and the training of teachers. Such reforming energy has a price and must pay it. The school law became so large in bulk and so elaborate in detail as at times to confuse if it did not irritate. Its adequacy for every educational situation could not fail now

and then to suggest arbitrariness in the educational administrator—and over-centralization. But these were mere incidents. In its larger aspects this reforming energy was altogether admirable. It produced a body of school law to which the Provinces of Canada consciously and the States of the Union unconsciously strive to approximate. And it produced an educational system which in completeness and efficiency has probably no superior on this continent.

Despite Mr. Seath's dislike of publicity—a dislike that was based partly upon shyness and partly upon hatred of the insincere—many honours came to him. He was a member of the Joint Board, of the Advisory Council of Education, of the Senate of the University of Toronto, and president of this Association. His own Irish University gave him an honorary degree of M.A. in 1882. Queen's gave him an honorary LL.D. in 1902, and Toronto in 1905.

Measured by his character, capacity, or achievements, Dr. Seath was a great public servant and Ontario's first educational administrator after Ryerson. To those who knew him in his private life he was something more—a very humane and lovable man. He liked books. He read much in all fields of literature, and delighted to pass a favourite book to a friend. He loved music and art. Good opera never ceased to attract him. Few amateurs had a finer collection of pictures and few had as sure a judgment as to the merits of a young painter. Men have been known to think him harsh in judging his fellows. Probably overwork now and then made him hasty, and official contact with all sorts and conditions of applicants made him suspicious of motives. And he certainly was ruthless in exposing a sham or what he thought to be a sham, either in person or thing. But he never lost his faith in human nature. He was never vindictive. Even the sham when exposed could "mean well," and "be a decent sort." To strangers he was always courteous with a courtesy that in his own house passed over into urbanity. He took pleasure in his friendships, but old friends were always best. At his home, in the street, in his office when business was laid aside he was at his best in the presence of such friends. Then he enjoyed a story and told many with rare skill. Then, too, he enjoyed a jest at the expense of a friend, and made many. He loved children, and dogs, and birds, and all innocent and

helpless creatures. Every child within a half-mile of his home was ready for a greeting as he passed on his daily walk. Until recent years he was rarely seen abroad without his bodyguard of two or three dogs. And, if one dare venture to lift the curtain to glance within, he loved his home. Outside he was the centre of a strenuous life—big deeds in behalf of big causes! But within his home was a great calm, with genial intercourse, and complete understanding.

Dr. Seath died as he would have wished to die. About a year ago he began to fail, but he did not suffer, and his energy was undiminished. A friend would urge him to "rest a bit," but he had much work to do and work was his joy. Late in the autumn he began to suffer but his good cheer was unabated. Later still—in the winter—his splendid physique began to falter and he gave up his walks and his attendance at his office, but his industry and his high courage did not forsake him. To the last he worked—when almost inarticulate he still wrote—and he passed out with his unfinished work beside him!

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 Barnard, J. S., London.
 Bothwell, G. A., Owen Sound.

Courtice, A. C., Mrs., 632 Church
 St., Toronto.

Croft, Bethel, Maidstone.
 Chester, W. R., Owen Sound.
 Campbell, F. C., London.
 Culbertson, Dr., Meaford.

Dennis, Thos., Strathfordville.

Elliott, J. G., Kingston.

Fleming, W. J., Cobalt.
 Fife, R., Laurel.
 Fielding, D. N., Niagara Falls.
 Farewell, J. E., Whitby.
 Farquharson, C. D., St. George.
 Foster, R. H., Hamilton.

Groves, Mrs. W. E., 36 Albany St.,
 Toronto.

Hunter, Jno., Dr., 268 Roncesvilles
 Ave., Toronto.

Hall, Jno. R., Sarnia.
 Hamilton, F. J., South Porcupine.
 Hamilton, Mrs. F. J., South Por-
 cupine.
 Hammond, F., Aylmer.

Jackson, Walter L., Niagara Falls.
Jay, Jno. C., Meaford.

Kenny, Jno., Acton.
Kirby, T. Sidney, Ottawa.

Laughton, J. H., 168 John St., London.

Lazier, E. F., Hamilton.
Langford, A. A., London.
Lang, E. D., Kitchener.
Laschinger, S., Elmira.

Mistele, J. J., Rodney.
Mills, Andrew, St. Thomas.
Morris, W. M., Rev., Orangeville.
McNee, Archibald, Windsor.
McLellan, Peter, Cobalt.
McLellan, W. D., Harriston.
McClinton, S., Terra Nova, R.R. 1.

Noble, Dr. John, 219 Carlton St., Toronto.

Naftel, Rev. L. J., Elora.
Nesbitt, H. H. W., 3 Perkins St., Ottawa.

Oaks, Dr., Preston.

Penhale, R. A., St. Thomas.
Pollard, W. E., Bowmanville, R.R. 4.

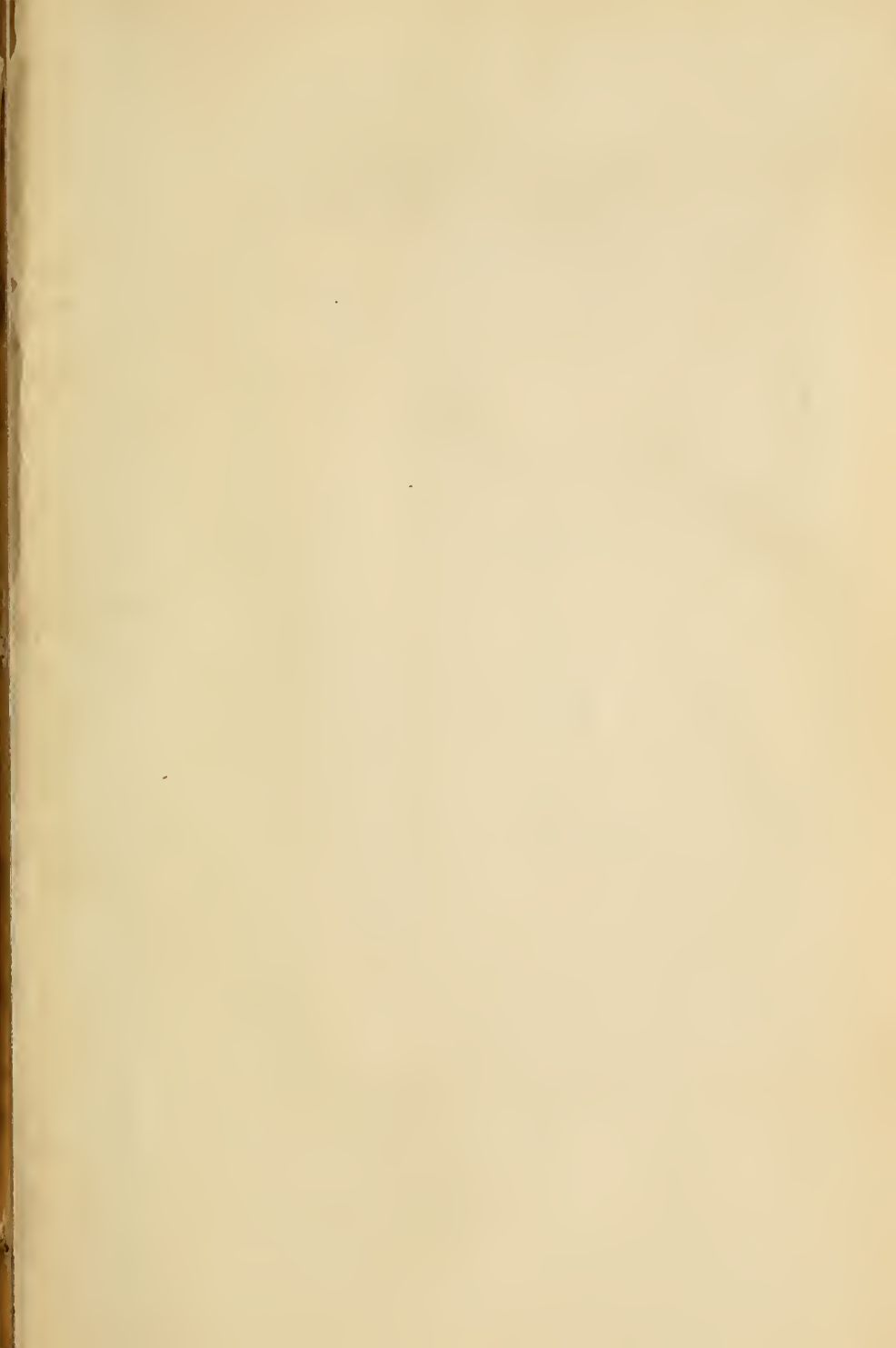
Park, Walter, Hamilton.
Robb, W. J., St. Thomas.
Rutherford, A. B., Owen Sound.
Riky, R. A., Shelburne.
Rahn, Wm., Elmira.
Robertson, H. S., Box 274, Stratford.

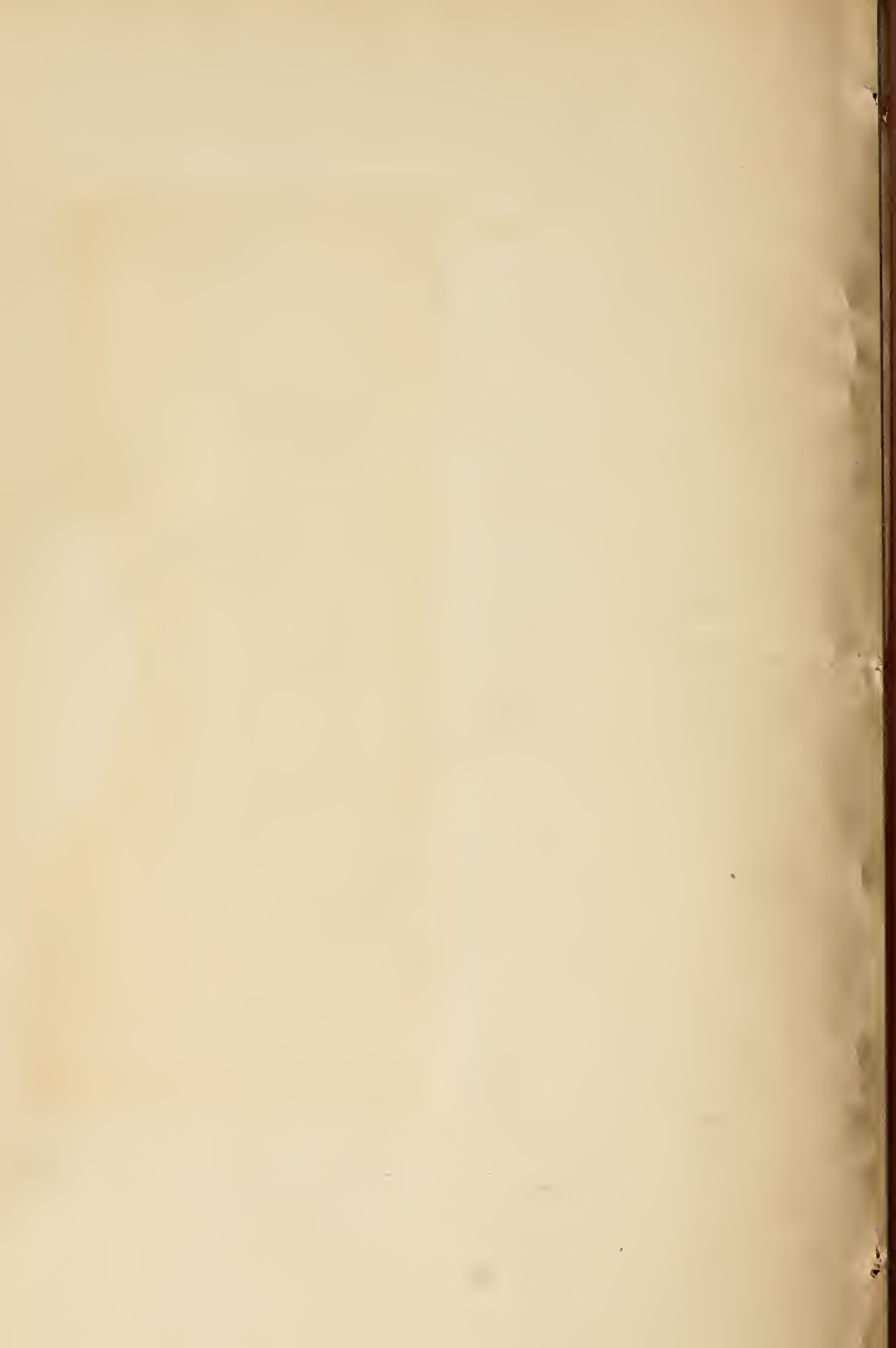
Rolls, Walter, Hamilton.

Scott, J. H., Perth.
Schneider, John, Aylmer.
Smith, A. M., Uxbridge.
Stroyan, J., Sault Ste. Marie.
Stewart, Dr. R. M., Markham.
Stewart, J. T., Agincourt.
Scarrow, Wm., Allenford.
Shurie, And., Trenton.

Tonkin, W. H., Oshawa.
Todd, Mrs. Wm., Orillia.

Werner, A., Elmira.
Woods, R. J., Corbetton.
Welter, Milford, Aylmer.
Wickware, Dr. E. H., Smith's Falls.
Wickware, Mrs. E. H., Smith's Falls.
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